

Monday, April 17, 2023
Council Chambers
2:00 PM - 4:00 PM

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

1. Approval of the Agenda Bill Flanagan
2. Comments from the Chair Bill Flanagan

CONSENT AGENDA 2:05 – 2:10 p.m.

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

3. Approval of the Open Session Minutes of March 20, 2023
4. New Members of GFC
5. Office of the Registrar: Degree Program Regulations, Calendar Effective Date
Motion: To Approve
6. FSJ Proposal: Maîtrise en sciences
Motion: To Recommend Board of Governors Approval
7. FSJ Proposal: Doctorat Études Transdisciplinaires
Motion: To Recommend Board of Governors Approval
8. FGSR Graduate Exams Teleconferencing
Motion: To Approve

ACTION ITEMS

9. Proposed Revisions to the GFC Executive Committee Terms of Reference and Proposed Deletion of the GFC Policy Manual Section 25 2:10 – 2:20 p.m. Jennifer Branch-Mueller
Kate Peters
Motion: To Approve
10. Proposed Revisions to the UAPPOL Teaching Awards Policy Suite and Proposed Revisions to the UTAC Terms of Reference 2:20 – 2:35 p.m. Tracy Raivio
Karsten Mündel
Jennifer Branch-Mueller
Kate Peters
Motion: To Approve

Motion: To Approve
Motion: To Approve

- 11 Proposed Change to GFC Meeting Procedural Rules 2:35 – 2:45 p.m. Carolyn Sale

Motion: To Approve

- 12 Proposal for the Addition of Academic Staff Members to the General Faculties Council 2:45 – 3:00 p.m. Carolyn Sale

Motion: To Approve

DISCUSSION ITEMS

- 13 Question Period 3:00 – 3:30 p.m. Bill Flanagan

- 14 University Strategic Plan 3:30 – 4:00 p.m. (Documents to be distributed when available) Verna Yiu

INFORMATION REPORTS

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

- 15 Report of the GFC Executive Committee
- 16 Report of the GFC Academic Planning Committee
- *The committee will report on their April 12, meeting next month*
- 17 Report of the GFC Programs Committee
- 18 GFC Nominations and Elections
- [2023-2024 Vacancies](#)
- 19 Report of the Board of Governors
- 20 Information Items:
A. University of Alberta Honorary Degree Nominations
- 21 Information Forwarded to GFC Members Between Meetings
- Board of Governors' Agenda - Now available
- Invitation to provide feedback – Recognition of Teaching Policy
- Request for Feedback – GFC Terms of Reference
- TIME SENSITIVE: Action Required - Nomination to present GFC motion to the Board
- Nominee to present GFC motion to the Board

CLOSING SESSION

22 Adjournment
 - Next Meeting of General Faculties Council: May 29, 2023

Presenter(s):

Carolyn Sale	Associate Professor, University of Alberta
Bill Flanagan	President and Vice-Chancellor, University of Alberta
Jerine Pegg	Professor, University of Alberta
Kate Peters	GFC Secretary and Manager, GFC Services
Karsten Mundel	Acting Vice Provost (Learning Initiatives)
Tracy Raivio	Professor, Faculty of Science
Verna Yiu	Interim Provost and Vice-President (Academic)

Documentation was before members unless otherwise noted.

Meeting REGRETS to:	Heather Richholt, 780-492-1937, richholt@ualberta.ca
Prepared by:	Kate Peters, 780-492-4733, peters3@ualberta.ca
University Governance	www.governance.ualberta.ca



New Members of GFC

MOTION I: TO APPOINT/REAPPOINT:

The following undergraduate student representatives to serve on GFC for terms commencing April 17, 2023 and ending April 30, 2024:

Tuesday Young Native Studies

The following undergraduate student representatives to serve on GFC for terms commencing May 1, 2023 and ending April 30, 2024:

Nathan Thiessen	Arts
Hussein Alhussainy	Arts
Nathan Perez	Arts
Haruun Ali	Arts
Bassem Raad	Arts
Adriam Lam	Augustana
Muneeba QaDir	Education
Mikael Schmidtke	Engineering
Aamir Mohamed	Engineering
Aiman Saif	Engineering
Taylor Good	Saint-Jean
Damon Atwood	Law
Elm Elahi	Medicine & Dentistry
Precious Majekodunmi	Nursing
Megan Garbutt	Science
Noor Abdelwahab	Science
Angelina Botros	Science
Jency Chhaiya	Science

The following undergraduate student members elected by the Students' Union to the Board of Governors and appointed to GFC for a term that is concurrent with terms on the Board (May 1, 2023 to April 30, 2024):

Christian Fotang	President, Students' Union
Stephen Raitz	Student Appointee (Board of Governors Representative)

The following graduate student representatives at-large to serve on GFC for terms commencing May 1, 2023 and ending April 30, 2024:

Sophie Shi	Chemical and Materials Engineering
Ola Mabrouk	Chemistry
Jun Ming Hu	Earth and Atmospheric Sciences
John C.H. Hu	Rehabilitation Medicine
Wajid Ali	Civil and Environmental Engineering
Danielle Gardiner Milln	Education
Divya Maisuriya	Civil and Environmental Engineering
Chathuranga De Silva	Agriculture, Food and Nutritional Sciences

Item No. 4

The following graduate student member elected by the Graduate Students' Association to the Board of Governors and appointed to GFC for a term that is concurrent with a term on the Board (April 17, 2023 to April 30, 2024):

Bishoi Aziz President, Graduate Students' Association

MOTION II: TO RECEIVE:

The following statutory undergraduate student members nominated by the Students' Union to serve on GFC for terms beginning May 1, 2023 and ending April 30, 2024:

Pedro Almeida Students' Union Nominee
Michael Griffiths Students' Union Nominee

The following statutory graduate student member nominated by the Graduate Students' Association to serve on GFC for terms beginning May 1, 2023 and ending April 30, 2024:

Rija Kamran Graduate Students' Association Nominee

The following statutory academic staff members who have been elected/re-elected by their Faculty, to serve on GFC for terms beginning July 1, 2023 and ending June 30, 2026:

Derek McKenzie Agricultural, Life, and Environmental Sciences

The following ex officio member to serve on GFC for a term beginning July 1, 2023 and extending for the duration of the appointment:

Christine Hugues Pharmacy and Pharmaceutical Sciences

The following ex officio member to serve on GFC for a term beginning April 11, 2023 and extending for the duration of the appointment:

Vikas Mehrotra Business



ITEM NO. 5

Decision **Discussion** **Information**

ITEM OBJECTIVE: To clarify Calendar language around effective dates and to reflect current faculty practice in permitting students to follow newer program requirements.

DATE	April 17, 2023
TO	General Faculties Council
RESPONSIBLE PORTFOLIO	Office of the Registrar

MOTION: THAT the General Faculties Council approve the Calendar revisions for the 2023-2024 Calendar.

EXECUTIVE SUMMARY:

The language in the Degree Program Regulations section of Academic Regulations in the Calendar is currently unclear when directing continuing students to the applicable University Calendar year.

Two changes are proposed in order to clarify this section and/or have it better reflect what is currently happening in practice:

- A change in language from “at the time they were admitted or readmitted” to “for the term they were admitted or readmitted to” is meant to provide clarification, since the time they were admitted could be understood as the time they received an admission offer. There may be confusion as to which Calendar to refer to when a student receives an offer of admission prior to March 1 (Calendar publication date). All students must refer to the Calendar in effect at the beginning of their first term of study within a program, regardless of possibly receiving an early offer of admission during the previous Calendar year.
- An additional section was added to indicate that faculties can give students permission to follow the newest approved set of program requirements. This will make the Changes in Regulation policy a little more flexible so that it reflects what faculties are currently doing. This also means that, as long as the original regulations are still in effect for students who choose to stay with the regulations they were admitted on, the new regulations do not have to be added as addenda to archived Calendars.

These changes, if approved, will be published in the current 2023-2024 Calendar and all subsequent Calendars.

Supporting Materials:

Attached Calendar Change Request Form for approval (3 pages)

GOVERNANCE OUTLINE



ITEM NO. 5

Engagement and Routing

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

Those who are actively participating:

- Anna Hughes – Associate Registrar, Enrolment Management; Office of the Registrar
- Rebecca Liaw – Calendar Editor; Office of the Registrar

Those who have been consulted:

- Undergraduate Program Support Team (PST)
- Graduate Program Support Team (GPST)

Approval Route:

GFC Programs Committee, March 16, 2023

General Faculties Council, April 17, 2023

Supplementary Notes / Context:

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Faculty (& Department or Academic Unit):	Office of the Registrar
Contact Person:	Anna Hughes
Level of change: (choose one only)	<input type="checkbox"/> Undergraduate
	<input type="checkbox"/> Graduate
Type of change request: (check all that apply)	<input type="checkbox"/> Program
	<input checked="" type="checkbox"/> Regulation
For which term is this intended to take effect?	
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

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Calendar Copy

https://calendar.ualberta.ca/content.php?catoid=36&navoid=11176#changes-in-regulations	
Current Copy: Removed language	Proposed Copy: New language

Changes in Regulations

The University reserves the right to make changes in regulations governing degree programs from time to time.

General Faculties Council (GFC) is the University's senior academic governing body and it is GFC which has approved all the academic regulations which appear in this and other sections of the Calendar. No changes to these regulations may be made without GFC's approval.

Academic Standing Regulations

Changes regarding "academic standing" regulations such as the eligibility to continue in a program, promotion, and graduation requirements, apply to both new and continuing students. All students should annually refer to the current Calendar for appropriate Faculty academic standing regulations.

Any and all grade averages used in making decisions regarding academic standing should be clearly described in the Faculty section of the Calendar; this description is to include the computational rules and the way in which the average will be used in the decision process.

Degree Program Regulations

Unless stated otherwise, changes in degree program requirements (i.e., the required courses specified for a particular program of studies, or the units of course weight required in specified subject areas, or the total units of course weight required in the degree program) apply only to new students and those readmitted to a Faculty. Continuing students should refer to the Calendar in effect ~~at the time they were admitted or readmitted~~ for the regulations governing their degree program requirements.

Where a required course for a degree program is no

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If a change to a degree's program requirements is approved while a student is enrolled in that program, faculties may give that student permission to follow the new set of program requirements. Students should contact their faculty for more information.

Where a required course for a degree program is no longer offered, the Faculty may specify an alternate.

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Students who interrupt their program and who must apply for readmission to the program will be required to comply with any new regulations upon resumption of their studies.

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Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.

OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.

**Governance Executive Summary
Action Item**

Agenda Title	FSJ Proposal: Maîtrise en sciences
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Motion

THAT the General Faculties Council, recommend that the Board of Governors approve the Maîtrise en sciences in the Faculté Saint-Jean, for implementation upon final approval.

Item

Action Requested	Recommendation
Proposed by	Jason Carey, Dean, Faculté Saint-Jean
Presenter(s)	Samira ElAtia, Associate Dean, Graduate, FSJ Roger Epp, Interim Vice-Provost and Dean, FGSR

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (<i>please be specific</i>)	The proposal is before the committee because the Faculté Saint-Jean is proposing a new Maîtrise en sciences, and corresponding calendar changes.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>The Master of Science program at Campus Saint-Jean offers a high-level graduate education in French in the scientific disciplines organized along the CSJ's major research axes. It offers students the chance to choose their research topic from several science disciplines. Students can choose amongst the following general research areas:</p> <ul style="list-style-type: none"> • health sciences, biology, chemistry, and psychology; • data sciences, mathematics, statistics, and computing sciences; and • earth sciences, physics, and environment. <p>Established to meet the professional needs of the 21st century, in a world of close linguistic contact and in a minority language situation (francophonie), this program, offered in an innovative and personalized manner, constitutes an essential environment for disciplinary and interdisciplinary scientific research that offers a unique opportunity for students to deepen their knowledge and skills in research within Canada's linguistic duality.</p> <p>Professors in the sciences division at FSJ hold NSERC funding, they work in various fields across the university with lab spaces in the the fields of Engineering, Biology, Physics and Medicine. FSJ professors in the sciences hold adjunct status with various departments and collaborate on research projects, various KMP activities, as well as training the HQP. However, because FSJ does not have its own MSc, these professors contend with being co-supervisors. This proposal addresses this equity issue to ensure that all professors at the UofA have equal privileges to supervise and hold funds.</p> <p>Because of the interdisciplinary nature of the program, we have built an innovative individualized Masters program that gives the student and the</p>

Item No. 6

	<p>supervisor flexibility to choose specific courses besides the two required courses. Students have to address the learning outcomes of the program by developing a study plan during the first semester of study. They also have WIL in the form of a Work-based learning internship, which includes the development of a proposal for the community or a possible employer, and 4-8 months of work to complete the proposal project. To ensure academic rigor, there is a written comprehensive exam on the basic knowledge of the study plan field. Students will submit and defend a thesis.</p> <p>We will work in collaboration with colleagues and programs in the College of Health Sciences, College of Natural and Applied Sciences, and also with the College of Social Sciences and Humanities and the standalone faculties: Augustana and Native Studies. We will solidify our network of collaboration with other Francophone institutions and French programs across Canada through the Institut nationale de recherche scientifique (INRS), the Association canadienne des collèges et universités de la francophonie canadienne (ACUFC) and ACFAS-Association canadienne francophone pour le savoir.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p>Consultation:</p> <ul style="list-style-type: none"> ● March 2018: Rencontre avec faculty of sciences ● Mai-Juin 2019, Septembre 2019: FGSR and Provost Office ● Septembre 2019: Comité des études supérieures ● September 2019: Faculty of Engineering ● September 2019: Faculty of Sciences ● Octobre 2019: Conseil consultatif de FSJ ● Octobre 2019 : Comité des étudiants aux cycles supérieures ● Novembre 2019 : Organismes communautaires : Conseil de Développement Economique de l'Alberta, Coalition de la femme, Réseau de Santé Alberta . ● Décembre 2019 : ACFA ● Décembre 2019 : Alberta Teachers' Association ● December 2019 : fees and budget, Registrar office initial meeting ● January 2020 : Budget- Edith Finczak and Ibtissam Nkaili ● February 2020: Provost office/ FGSR ● Mai 2021: Discussion et demande de soutien du comité des évaluateurs externes. QAR ● Septembre 2021 : Comité des études supérieures ● December 2021 : Meeting with FGSR Vice-dean (Ali Shiri) and advisor (Frances Plane) ● Janvier 2022: Documents shared with FSJ Dean's advisory committee and feedback requested ● March 2022: meeting with dean of FGSR to discuss progress and next step ● March 2022: Discussion with Provost Office about new templates ● April-Mai2022: Budget discussion ● Summer and fall 2022: consultation with various community stakeholders <ul style="list-style-type: none"> ○ ATA ○ INRS ○ Minister of Official languages ○ ACFA
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Item No. 6

	<ul style="list-style-type: none"> ○ l'ACFAS ○ Canadian Parents for French ○ Fédération des conseils scolaires francophones ○ Conseil Scolaire Nord ○ Faculty of sciences ○ College of Natural and Applied sciences ○ College of Social Sciences and Humanities ● September 2022, Discussion and Feedback from Dr. Florence Glanfield Vice-provost Indigenous Programming & research ● September 2022: Retreat with all FSJ community ● September 2022: Feedback from FGSR ● September 2022 : Feedback from ACFAS -Canada ● Septembre 2022: Feedback and approval from the FSJ- Comité des études supérieures ● Septembre 2022: Feedback and approval from FSJ Association des étudiants aux cycles supérieurs ● September 2022: final approval from Finance office ,Edith Finczak ● October 2022: consultation with FSGR ● October 2022: feedback from Provost office ● October 2022: Discussion and approval from FSJ Comité de planification académique (twice) ● November 2022: Approval : FSJ Comité executive ● November 2022: Approval : FSJ Council
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Approval Pathway:</p> <ul style="list-style-type: none"> ● CSJ-Comité de planification académique (academic planning): 6 October 2022 ● CSJ-Comité de planification stratégique (academic planning): 20 October 2022 ● CSJ-Comité exécutif (executive committee): 3 November 2022 ● CSJ- Conseil de la Faculté Saint-Jean (FSJ Faculty Council): 17 November 2022 ● FGSR Graduate Program Support Team: 30 January 2023 ● FGSR Policy Review Committee: February 16, 2023 ● FGSR Council: March 8, 2023 ● GFC Programs Committee: March 16, 2023 ● General Faculties Council: April 17, 2023 ● Board Learning, Research and Student Experience Committee: June 2, 2023 ● Board of Governors: June 16, 2023

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>The proposed program aligns with the Comprehensive Institutional Plan with respect to attracting and retaining talented students, provides access to innovative learning opportunities, and advances connections with the Francophone and bilingual communities. The program will also support the University's mandate that graduates will be prepared, through an innovative learning environment, to think critically, to act entrepreneurially, to create cultural and technical innovation, to be successful in the global marketplace, and to assume positions of leadership in public and private sectors. The proposed program will provide the students with these skills.</p> <p>In addition to the above, the proposed program is in alignment with the Comprehensive Institutional Plan in the following areas.</p>
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Item No. 6

- Facilitate, build and support disciplinary, interdisciplinary, cross-faculty and cross-unit engagement and collaboration.
- Create a faculty renewal program that builds on the strengths of existing faculty and ensures the sustainable development of the University of Alberta's talented, highly qualified and diverse academy.
- Increase graduate access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.
- Increase access to, and use of, professional development opportunities for graduate students to support their job market competitiveness, including through internship programs, events and workshops and on-line resources to improve their ability to compete in the global employment market.
- Inspire, model and support excellence in teaching and learning.
- Expand professional development opportunities for graduate students.
- Foster, encourage and support innovation and experimentation in curriculum development, teaching and learning at the individual, unit and institutional levels.
- Seek, build, strengthen and sustain partnerships with local, national or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business and community organizations.
- Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community engaged research and scholarship that will extend the University's reach, and effectiveness.
- Work closely with key provincial partners and government agencies.
- Engage with government, community, industry, business, and the post-secondary sector to address shared local, provincial, national, and global challenges.
- Through delivery of the Information Technology investment plan, facilitate easy access to, and use of, university services and systems
- Development of mutually beneficial projects that strengthen reciprocal relationships with external stakeholders through community engagement.
- The program aligns very closely with the University of Alberta's mandate of offering innovative programs that meet the needs of the community. It further aligns with the equity, diversity and inclusion strategic plan by offering a program to an important linguistic minority at CSJ highlighted in the strategic plan. The proposed program will bring equity to the professors at CSJ who have seen their research, funding and supervisory efforts under-recognized and under-rewarded for far too long.
- It aligns with the calls to action on reconciliation and EDI as the program includes required professional development in the area.

The proposed certificate is in alignment with the *For the Public Good* strategic plan in the following areas:

Item No. 6

	<p>OBJECTIVE: Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.</p> <p>i.Strategy: Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across the diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive research-intensive, multi-campus university with options for Francophone and rural liberal arts education.</p> <p>OBJECTIVE: Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole.</p> <p>ii. Strategy: Highlight and strengthen the role that Campus Saint-Jean plays in reflecting and reinforcing the linguistic duality of Canada as well as the worldwide multi-ethnic Francophonie, by positioning the university locally, nationally, and internationally as a destination of choice for Francophone and bilingual students, and by progressively improving Faculté Saint-Jean students' and applicants' access to French-language services.</p> <p>This program is uniquely situated to advance the Comprehensive Institutional Plan and <i>For the Public Good</i> among highly trained graduates in Canada's second official language. Employers in Western Canada (British Columbia, Alberta and Saskatchewan) have looked to FSJ which, for five decades now, has played a pivotal role in training citizens in French.</p> <p>It aligns with government priorities that all programs should include work-integrated learning opportunities. This program includes such opportunities and most research programs will include additional hands-on, practical learning that will greatly prepare graduates for employment or postdoctoral fellowships.</p>		
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0"> <tr> <td data-bbox="495 1465 1068 1671"> <input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1068 1465 1523 1671"> <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>	<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act UofA Calendar General Faculties Council Programs Committee Board Learning, Research and Student Experience Committee Faculty of Graduate Studies & Research Comprehensive Institutional Plan The <i>For the Public Good</i> strategic plan</p>		

Item No. 6

	Alberta Advanced Education templates and requirement of WIL for graduate programs
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Attachments:

1. Proposition de MSc-FSJ
2. Calendar Change Maîtrise en sciences interdisciplinaire

Prepared by: Samira ElAtia (Associate Dean, Graduate, FSJ) - selatia@ualberta.ca

Proposal Template: New Master’s and Doctoral Degree Programs (Part A: System Co-ordination Review)

Complete this template for proposals for new master’s and doctoral degree programs or specializations.

Institutions should:

- ensure that submission content is concise. Any additional information may be appended;
- indicate “not applicable” in cases where questions are not relevant to the particular proposal; and
- ensure that applicable supporting documents are attached to the proposal.

SECTION A: PROPOSAL OVERVIEW

Basic Information *(Complete the table below)*

Institution	University of Alberta, Faculté Saint-Jean
Program Name	Master of Science
Specialization Name	Etudes interdisciplinaires en sciences
Credential Awarded	Master of Science
Proposed Effective Date	July 1, 2024

1. Type of Initiative *(Answer the following questions)*

This is a proposal for (select one from the drop-down menu):

New master's program

SECTION B: OVERVIEW OF PROPOSED PROGRAM OF STUDY

1. Program Description *(Answer the following questions)*

a. Attach (as an appendix to this proposal) a concise program description document that includes:

See Appendix

- 3-4 sentence calendar description

Le programme de maîtrise en sciences au Campus Saint-Jean offre (CSJ), en français, une éducation universitaire au deuxième cycle de haut niveau dans les disciplines scientifiques organisées selon les grands axes de recherche de CSJ. Établi pour répondre aux besoins professionnels du 21ème siècle, dans un monde de contact linguistique étroit et en situation linguistique (francophonie) minoritaire, ce programme, offert de façon innovative personnalisée, constitue un milieu incontournable pour la recherche scientifique disciplinaire et interdisciplinaire qui offre une occasion unique aux étudiants d’approfondir leurs connaissances et compétences dans la recherche au sein de la dualité linguistique du Canada.

The Master of Science program at Campus Saint-Jean offers a high-level graduate education in French in the scientific disciplines organized along the CSJ's major research axes. Established to meet the

professional needs of the 21st century, in a world of close linguistic contact and in a minority language situation (francophonie), this program, offered in an innovative and personalized manner, constitutes an essential environment for disciplinary and interdisciplinary scientific research that offers a unique opportunity for students to deepen their knowledge and skills in research within Canada's linguistic duality

- whether the program is course-based or thesis-based
Thesis based
- a proposed program of study including course names, descriptions, credits and prerequisites, by year of study,

Déroulement du programme	Course of the program
<p>Le programme comprend:</p> <ul style="list-style-type: none"> • Deux cours obligatoires (1^{er} semestre académique) • Développement d'un plan d'étude (1^{er} semestre académique) • Un examen de synthèse écrit sur les connaissances de base du domaine du plan d'étude (fin du 2^e semestre) • Une proposition de la recherche (fin du 2^e semestre académique) • Temps de recherche (7 à 7 semestres académiques) • Stage apprentissage en milieu de travail – développement d'une proposition pour la communauté ou un employeur possible et travail de 4 à 8 mois pour compléter le projet de proposition. Le tout entamé dans le cadre d'un projet MITACS ou autres (optionnel). • Rédaction d'une thèse (fin 5^e / début 6^e semestre académique) • Une soutenance de thèse (6 au 9^e semestre académique) 	<p>The program includes:</p> <ul style="list-style-type: none"> • Two required courses (1st academic semester) • Development of a study plan (1st academic semester) • A written comprehensive exam on the basic knowledge of the study plan field (end of 2nd semester) • A research proposal (end of 2nd academic semester) • Research time (7 to 7 academic semesters) • Work-based learning internship - development of a proposal for the community or a possible employer and 4-8 months of work to complete the proposal project. All initiated as part of a MITACS or other project (optional). • Writing a thesis (end of 5th / beginning of 6th academic semester) • A thesis defense (6th to 9th academic semester)

Structure du programme de MSc

<p>Step 1: Year 1</p>	<p>a. In the first week of fall term, students will be welcomed into the program and will take part in the following activities:</p> <ul style="list-style-type: none"> - Cohort building; - Orientation; - Workshops about the use of eclass, online-delivery, teaching and research assistant training, filling forms and claims, submission of forms, learning to use GSMS and other LMS, applying for grants; - Required training in indigenous research spaces in Canada, and in EDI in scientific research; - Personal portfolios; - Using the library; - Meeting with the supervisor, if selected already; - Registering for classes. <p>b. Academic advisory team: given the dual disciplinary and interdisciplinary nature of the program, students will meet with an advisory committee, composed of the supervisor, the Grad program administrator and the Grad Program Advisor/ADgrad and a member of the CES. They will answer students' questions about courses and the nature of their research work. This will be the initial stage of the "<i>feuille de route</i>," or roadmap. Students will start working on their work plan "<i>plan d'études</i>," or program plan.</p> <p>c. Course work Fall/Winter,</p> <p style="padding-left: 40px;">Fall 1 year 1: two required Course (FSJ-ES 500 and 505) and either a directed studies course and/or another regular course of interest to the student with supervisor agreement.</p> <p style="padding-left: 40px;">Winter 2 year 1: either a directed studies course and /or a regular course of interest to the student with supervisor agreement.</p> <p style="padding-left: 40px;">The two required courses pertain to conducting research in scientific fields. These courses will be taught every year.</p> <p style="padding-left: 40px;">In consultation with the student, the supervisory committee will decide on the topics of the directed studies courses and if any additional formal courses will be required.</p> <p style="padding-left: 40px;">Under certain circumstances, students may take one of their courses during the spring & summer of the first year. This has to be approved by the supervisor.</p>	
<p>Step 2: Year 1</p>	<p>a. Development of a WIL plan with the supervisor and the graduate office team. The grad office will provide a list of all stakeholders in the WIL, will connect and assist students with work placement and their WIL advisor (<i>encadrant</i>).</p>	

		<ul style="list-style-type: none"> b. Each year, FGSR Supervisory guideline requirements are completed, and a copy is submitted with the professor’s annual report to FEC. Student and supervisor sign off on this document as per FGSR requirements. NB: Professors/supervisors submit the first meeting form to the FEC as well. c. Early winter semester, students are given a list of readings to prepare for their comprehensive exam (<i>examen de synthèse</i>). d. Students, in collaboration with the Graduate coordinator and the supervisor start working on their Professional Development requirement. e. Students work on their research plan in collaboration with the supervisor. f. Given the bilingual nature of this program, Francophone students will have the option to take a non-credit ALS course to improve their English, especially their reading and writing skills. 	
	<p>Step 3: Year 1</p>	<p>At the end of spring term of the first year, students take their “<i>examen de synthèse</i>”</p> <ul style="list-style-type: none"> - Part one: because of the interdisciplinary nature of the program, students will sit for a comprehensive exam about specific topics related to their field(s) of research and study. - Supervisory committee prepares the question for the comprehensive exam. - Comprehensive examination will be scheduled during a three-day period. This can be modified as needed. - Part two: students submit to the supervisory committee a detailed research proposal with a research plan. - Part three: Oral presentation of the research proposal with a detailed outline and timeline of work (two hours meeting with the supervisory committee). 	
	<p>Step 4: Year 2</p>	<ul style="list-style-type: none"> a. Research work (summer and fall terms). b. WIL and internship of 4-8 months. 	
	<p>Step 5: Year 2</p>	<ul style="list-style-type: none"> a. Writing the thesis. b. Completing the learning outcomes forms. c. Students start to prepare manuscript and dissemination activities: conference papers, journal papers, field-specific organizations, etc). 	

STEP 6:	a. Thesis defense takes place at the end of year 2.
Year 2	b. Final evaluation and report on the WIL.
	c. Exit survey and interview completed.

- program location (i.e., campus locations), and delivery mode (i.e., face-to-face, online, or blended); and

The program will be delivered in various formats: online; face-to-face, virtual; and hybrid. Students are connected via various online course delivery platforms and interact with professors, classmates and course materials through Moodle, the learning management system used by the university.

- program learning outcomes.
See **Appendix A** for a description of each learning outcomes with indicators for progress and assessment purposes

b. Identify any special requirements for accreditation/certification of the program.

Not applicable

c. Where applicable, identify any collaborations with other institutions/organizations and whether there are synergies with other graduate programs at your institution.

We will work in collaboration with colleagues and programs primarily in the College of Health Sciences, College of Natural and Applied Sciences, and also with the College of Social Sciences and Humanities and the standalone faculties: Augustana and Native Studies, of the University of Alberta. We will also build a network of collaboration with other Francophone institutions and French programs across Canada through the ACUFC and the *Institut nationale de recherche scientifique* (INRS). In the attached letters of supports for this program, we have already established a collaboration with these faculties and institutes for research collaboration, co-supervision of students and researchers (both students and professors) mobility

Reviewer’s Comment:

2. Work Integrated Learning (WIL) (e.g. internships, clinical placements) (If applicable, answer the following questions)

a. Specify which program learning outcomes map into WIL components of the program.

- Competencies demonstrated through learning from an internship within a work environment. The following table presents the learning outcomes of the program:

Résultats d'apprentissage visé par la MSc interdisciplinaire

Interdisciplinary MSc Learning Outcomes

Attribut de finissant Graduate Attributes	Résultats d'apprentissage Learning outcomes	Indicateurs Indicators
Niveau et profondeur des connaissances Level and depth of knowledge	<ul style="list-style-type: none"> ● Approfondir leurs connaissances dans les domaines [premier domaine], [deuxième domaine]...[autres domaines] du programme individuel disciplinaire ou interdisciplinaire [nom du domaine] ● Développer des compétences de base en recherche en complétant un cours méthodes de recherche et méthodes statistiques. ● Compréhension systématique et critique de la littérature et/ou états des connaissances du sujet de recherche ● Connaissance approfondie du domaine de spécialisation. ● La défense du projet et l'achèvement du cours [THES 90X] ● Deepen their knowledge in the [first area], [second area]...[other areas] of the disciplinary or interdisciplinary individual program [name of area] ● Develop basic research skills by completing a research methods and statistical methods course. ● Systematic and critical understanding of the literature and/or states of knowledge of the research topic. ● Thorough knowledge of the area of specialization. ● Project defense and course completion [THES 90X]. 	<ul style="list-style-type: none"> ● Compléter le cours de méthodes de recherches FSJ ES 500 et méthodes expérimentales et statistiques FSJ ES 505. ● Développement d'un plan d'étude individuel avec le comité de supervisions approuvé par le/la vice doyen.ne aux études supérieures. Le plan doit inclure des connaissances au point de vue des : <ul style="list-style-type: none"> ○ Statistiques ou mathématiques nécessaires pour la recherche dans le domaine ○ Des domaines du programme d'étude (révision et synthèse de livres, d'articles, d'œuvres créatives ...) ○ Des méthodes de recherche et/ou technique/outils de pointe dans les domaines du programme d'étude ○ Complété durant le cours FSJ ES 509 ● Évaluer par <ul style="list-style-type: none"> ○ un examen de synthèse écrit à la fin du 2^e semestre sur la liste de sujet dans le plan d'étude ○ Les résultats des cours ○ La revue de littérature du projet final ○ La défense orale du projet final ● Completion of FSJ ES 500 Research Methods and FSJ ES 505 Experimental and Statistical Methods. ● Development of an individual plan of study with the supervisory committee approved by the Associate Dean of

		<p>Graduate Studies. The plan must include knowledge in the areas of:</p> <ul style="list-style-type: none"> ○ Statistics or mathematics needed for research in the field ○ of the field (review and synthesis of books, articles, creative works ...) ○ Advanced research methods and/or technique/tools in the curriculum areas ○ Completed during FSJ ES 509 ● Evaluate by <ul style="list-style-type: none"> ○ a written synthesis exam at the end of the 2nd semester on the list of topics in the study plan ○ Course results ○ The literature review of the final project ○ Oral defense of the final project
<p>Compétence de recherche et érudition</p> <p>Research competence and scholarship</p>	<ul style="list-style-type: none"> - Capacité de développer des arguments logiques. - Compréhension conceptuelle des cadres théoriques, des méthodologies et/ou de la conception expérimentale permettant une évaluation critique des résultats de la recherche. - Capacité à concevoir de nouvelles expériences ou de nouveaux modèles. - Capacité à évaluer de nouvelles informations dans le contexte des connaissances actuelles dans le domaine. - Conscience des limites des cadres théoriques, des méthodologies et/ou de la conception expérimentale dans le développement d'une interprétation alternative pour tirer des conclusions. - Capacité à produire une recherche ou un projet original d'une qualité suffisante pour satisfaire à l'examen par les pairs et mériter une publication et/ou démontrer un impact pour un public cible. 	<ul style="list-style-type: none"> ● Développement d'un plan de recherche de moins de 10 pages, approuvé par le comité de supervision, qui inclu : <ul style="list-style-type: none"> ○ Introduction ○ Synthèse de la littérature ○ Objectifs ○ Méthodes de recherche propre au domaine pour obtenir les résultats ○ Résultats escomptés ○ Format du projet final ○ Nombre et format de transfert de connaissances originaux (article et/ou conférences, œuvres, public cible et transfert des connaissances) ○ Budget ○ Diagramme de Gantt ○ Citations (pas incluse dans le nombre de pages) ○ Appendices (pas incluse dans le nombre de pages) ● Transfert de connaissance en fin de programme : publication originale et créative propre au domaine (article de revue, conférence, manuscrit, création artistique...) ● Défense du projet final

	<p>Ability to develop logical arguments. Conceptual understanding of theoretical frameworks, methodologies, and/or experimental design allowing for critical evaluation of research results. Ability to design new experiments or models.</p> <p>Ability to evaluate new information in the context of current knowledge in the field. Awareness of the limitations of theoretical frameworks, methodologies and/or experimental design in developing an alternative interpretation for drawing conclusions.</p> <p>Ability to produce an original research or project of sufficient quality to satisfy peer review and merit publication and/or demonstrate impact for a target audience.</p>	<ul style="list-style-type: none"> ● Development of a research plan of less than 10 pages, approved by the supervisory committee, which includes: <ul style="list-style-type: none"> ○ Introduction ○ Synthesis of the literature ○ Objectives ○ Field-specific research methods to obtain results ○ Expected results ○ Format of the final project ○ Number and format of original knowledge transfer (papers and/or conferences, works, target audience and knowledge transfer) ○ Budget ○ Gantt chart ○ Citations (not included in page count) ○ Appendices (not included in page count) ● Knowledge transfer at the end of the program: original and creative publication specific to the field (journal article, conference, manuscript, artistic creation...) ● Defense of the final project
<p>Habiliter d'appliquer les connaissances</p> <p>Empower to apply knowledge</p>	<p>Compétences démontrées dans le processus de recherche par l'application d'un ensemble de connaissances existantes à l'analyse critique d'une nouvelle question ou d'un problème spécifique dans un nouveau contexte, évaluée au moins une fois par an avec le superviseur ou le comité de supervision et au moment de la défense du projet.</p> <p>Compétences démontrées dans le contexte d'une expérience d'apprentissage en milieu de travail</p> <p>Demonstrated competence in the research process through the application of an existing body of knowledge to the critical analysis of a new question or specific problem in a new context,</p>	<ul style="list-style-type: none"> ● Évaluation formelle du progrès de programme et/ou de projet au moins 2 fois par année par le/la superviseur.e et une fois par année par le comité de supervision ● Défense du projet final ● Développement du portfolio d'apprentissage en milieu de travail ● Utilisation de leurs connaissances durant un stage d'apprentissage en milieu de travail ● Formal evaluation of program and/or project progress at least twice a year

	<p>assessed at least annually with the supervisor or supervisory committee and at the time of the project defense.</p> <p>Skills demonstrated in the context of a work-based learning experience</p>	<p>by the supervisor and once a year by the supervisory committee</p> <ul style="list-style-type: none"> ● Defense of the final project ● Workplace Learning Portfolio Development ● Use of their knowledge during a work-based learning placement
<p>Compétence en communication</p> <p>Communication skills</p>	<ul style="list-style-type: none"> - Communiquer efficacement les résultats de la recherche sous forme écrite et orale selon les normes du domaine par la création d'un projet final et sa défense orale. - Communiquer les résultats de la recherche dans des présentations orales conformes aux normes de la recherche. - Capacité à composer des manuscrits de style recherche qui sont acceptables pour l'examen par les pairs. - Communiquer efficacement des connaissances générales dans le domaine de [nom du domaine] par le biais d'activités d'assistantat à l'enseignement. <ul style="list-style-type: none"> - Effectively communicate research findings in written and oral form according to the standards of the field through the creation of a final draft and its oral defense. - Communicate research findings in oral presentations consistent with research standards. - Ability to compose research style manuscripts that are acceptable for peer review. - Effectively communicate general knowledge in the field of [name of field] through teaching assistantship activities. 	<ul style="list-style-type: none"> ● Communication écrite par le biais : <ul style="list-style-type: none"> ○ du plan d'étude, ○ du plan de recherche, ○ les communications propres au domaine de recherche (article, manuscrit, etc.) s'il y a lieu ○ Le document du projet final s'il y a lieu ● Communication orale par le biais <ul style="list-style-type: none"> ○ de présentations dans les rencontres de comité de supervision, ○ présentations durant des conférences ou autres propres au domaine (diffusion, exhibition) ○ Défense du projet final ● L'habilité de communiquer les connaissances du domaine par le biais d'assistantat à l'enseignement ● Complétion du portfolio personnel et WIL <ul style="list-style-type: none"> ● Written communication through: <ul style="list-style-type: none"> ○ the study plan, ○ the research plan, ○ Communications specific to the research area (article, manuscript, etc.) if applicable ○ Final project document if applicable ● Oral communication through

		<ul style="list-style-type: none"> ○ presentations at supervisory committee meetings ○ presentations at conferences or other events specific to the field (dissemination, exhibition) ○ Defense of the final project ● Ability to communicate domain knowledge through teaching assistantship ● Completion of personal portfolio and WIL
<p>Capacité professionnelle et autonomie</p> <p>Professional capacity and autonomy</p>	<ul style="list-style-type: none"> - Faire preuve d'un comportement éthique dans la recherche et les études. - Faire preuve d'initiative et de responsabilité personnelle. - Atteindre un niveau d'indépendance suffisant pour prendre des décisions correctes dans des scénarios complexes. - Faire preuve de développement professionnel en matières EDI et réconciliation - Demonstrate ethical behavior in research and study. - Demonstrate initiative and personal responsibility. - Achieve a level of independence sufficient to make correct decisions in complex scenarios. - Demonstrate professional development in EDI and reconciliation 	<ul style="list-style-type: none"> ● Ne pas contrevenir le code des étudiants ● Compléter le cours d'éthique de FGSR ● Compléter un plan de développement professionnel ● Compléter des ateliers de développement professionnel sur les préjugés inconscients, l'intersectionnalité, la réconciliation ● Not violate the student code ● Complete the FGSR ethics course ● Complete a professional development plan ● Complete professional development workshops on unconscious bias, intersectionality, reconciliation
<p>Leadership et collaboration</p>	<p>Démontrer des compétences en gestion de projet en menant à bien le projet de recherche et en obtenant le diplôme dans les délais prévus (2 ans). Travailler efficacement au sein d'une équipe de recherche</p>	<ul style="list-style-type: none"> ● Plan de recherche et achèvement du projet dans un délai de deux ans ● Travail en équipe durant l'apprentissage en milieu de travail, dans l'équipe de recherche, avec le comité de supervision

<p>Leadership et collaboration</p>	<p>Demonstrate project management skills by successfully completing the research project and graduating within the expected time frame (2 years).</p> <p>Work effectively as part of a research team</p>	<ul style="list-style-type: none"> • Atelier de développement professionnel sur le travail d'équipe et de leadership • Un membre actif de la communauté du Campus Saint-Jean • Participation active dans les instituts et groupe de recherche du superviseur de programme <ul style="list-style-type: none"> • Research plan and completion of project within two years • Teamwork during work-based learning, on the research team, with the supervisory committee • Professional development workshop on teamwork and leadership • An active member of the Campus Saint-Jean community • Active participation in the program supervisor's institutes and research group
<p>b. Identify the number of placements required in the program (including evidence that placements will be available when needed).</p> <ul style="list-style-type: none"> • One placement of 40 hours will be required The students will be responsible to work with their supervisors and to network with community members/partners to develop, as part of their program, a research proposal that meets MITACS (funding organization https://www.mitacs.ca/en) requirements that will then be completed within the working environment of the community partner. 		
<p>c. Comment on whether/how WIL placements in other programs may be impacted as a result of this program.</p> <ul style="list-style-type: none"> • Not applicable – since the research collaboration or contract-based opportunities, MITACS programs will be of a French or a bilingual nature. 		
<p>Reviewer's Comment:</p>		

SECTION C: ENROLMENT PLANNING

1. (a) Projected Student Enrolment (Complete the table below as applicable).

Proposed Enrolment	1 st Year of Implementation	2 nd Year of Implementation	3 rd Year of Implementation	4 th Year of Implementation	5 th Year of Implementation	Annual Ongoing
Total Headcount						
• 1 st Year of Study	5	8	10	10	10	10
• 2 nd Year of Study	0	13	18	20	20	20
Anticipated No. of Graduates	0	5	8	10	10	10
Reviewer's Comment:						

<p>a. Indicate the percentage of international students in the enrolment projections and provide a rationale regarding how the percentage was established.</p> <ul style="list-style-type: none"> We did not include international students in the calculation. We are basing our numbers solely on domestic students and current minimum capacity of faculty members to supervise graduate students. It is expected that this program will attract a greater number of students based on its flexibility and ability to tackle uniquely interdisciplinary research projects that meet societal needs. Furthermore, as the only such innovative French science program in Western Canada, with a robust marketing strategy, it is expected that the program will interest students from all of the Francophonie. We expect 4-5 international students per year in addition to the domestic numbers but these will not be factored into the budget. 						
<p>b. Briefly comment upon whether the program is primarily designed to:</p> <table border="1"> <tbody> <tr> <td>i. cater to graduates of your institution</td> <td rowspan="4"> <ul style="list-style-type: none"> Initially, the program first and foremost meets a CSJ need for graduate students in the broad set of research activities, both disciplinary and interdisciplinary, at the campus. As an innovative approach leading to new disciplinary boundary definitions (uniquely-, inter- and/or trans-disciplinary), student-focused and self-directed program, it will attract students locally, nationally and internationally. This is a unique program that offers students flexibility in coursework, in research integrated within a WIL component, as well as concretely addressing learning outcomes that map to the Alberta Credential Framework. </td> </tr> <tr> <td>ii. to meet a local demand</td> </tr> <tr> <td>iii. to meet a national demand</td> </tr> <tr> <td>iv. meet an international demand</td> </tr> </tbody> </table>		i. cater to graduates of your institution	<ul style="list-style-type: none"> Initially, the program first and foremost meets a CSJ need for graduate students in the broad set of research activities, both disciplinary and interdisciplinary, at the campus. As an innovative approach leading to new disciplinary boundary definitions (uniquely-, inter- and/or trans-disciplinary), student-focused and self-directed program, it will attract students locally, nationally and internationally. This is a unique program that offers students flexibility in coursework, in research integrated within a WIL component, as well as concretely addressing learning outcomes that map to the Alberta Credential Framework. 	ii. to meet a local demand	iii. to meet a national demand	iv. meet an international demand
i. cater to graduates of your institution	<ul style="list-style-type: none"> Initially, the program first and foremost meets a CSJ need for graduate students in the broad set of research activities, both disciplinary and interdisciplinary, at the campus. As an innovative approach leading to new disciplinary boundary definitions (uniquely-, inter- and/or trans-disciplinary), student-focused and self-directed program, it will attract students locally, nationally and internationally. This is a unique program that offers students flexibility in coursework, in research integrated within a WIL component, as well as concretely addressing learning outcomes that map to the Alberta Credential Framework. 					
ii. to meet a local demand						
iii. to meet a national demand						
iv. meet an international demand						
Reviewer's Comment:						

2. Learner and Labour Market Demand *(Answer the following questions)*

a. Provide evidence of labour market demand for graduates, detailing how such demand was forecasted and substantiated regionally and provincially. (Append supporting documentation, as appropriate.)

- Labour markets in STEM and STEAM, worldwide, demand highly qualified graduates who are broadly trained to tackle interdisciplinary projects, who are leaders, critical thinkers, life-long learners, who can work in teams, have great communication skills and are adaptive.
- Labour markets in Canada are recruiting bilingual individuals, with typically greater starting salaries, that expand their ability to broaden their markets base.
- The federal government only recruits bilingual, highly qualified experts (Tri-council agencies, NRC patent office), with broad field expertise and exceptional competencies. A number of studies demonstrated these requirements ([Seward et al 2018](#), [ACUFC](#))
- Students will also have the opportunity to undertake a similarly designed PhD program at CSJ afterwards.
- Unique to FSJ sciences faculty: They all hold NSERC funds and in the past had to content themselves with co-supervising students in other faculties as FSJ did not have its own MSc. On an annual basis, we received a dozen requests from students all over Western Canada and the world asking for a graduate program in the sciences.
- An informal search of an employment database shows over 750 postings for an MSc and, of those, 44 require a bilingual individual. The need for broadly trained MSc graduates is on the rise. An undergraduate degree is no longer competitive and sufficient in an innovative knowledge-based economy.

b. Identify which stakeholder groups were consulted regarding demand/need for this program:

- | | |
|--|--|
| <input type="checkbox"/> Student/learners | <input type="checkbox"/> Employers and professional associations |
| <input type="checkbox"/> Faculty | <input type="checkbox"/> Community organizations |
| <input type="checkbox"/> Program advisory committee | <input type="checkbox"/> Other post-secondary institutions |
| <input type="checkbox"/> Regulator and/or accreditation bodies | <input type="checkbox"/> Other FGSR |

c. Summarize the results of the identified consultations and attach supporting documentation (e.g., minutes of meetings, letters of support, etc.), when available.

- All consultations with external parties have led to positive support and endorsement of the proposal (attached letters of support). French based organizations, research institutes have been waiting for such graduate program opportunities in Western Canada.
- This program and proposal were developed after consultation with experts in sciences and FGSR, the Faculty of Sciences, the Faculty of Engineering, The Faculty of Medicine, The faculty of Pharmacy, and College of Natural and applied sciences. These consultations have ensured that the content and process of the programs meet similar masters of Science.
- There has been an active demand at CSJ for graduate programs that meet the STEAM-based investigators' graduate student requirements who currently must (officially) co-supervise students that they fund in other faculties; this program addresses a serious equity matter at CSJ.

d. Provide evidence of student demand for the program. (e.g., survey results, waitlists, demand in similar programs at other institutions etc.)

- Students graduating from this program will have the same skills and competencies as those in the current MSc across UofA and other programs in Western Canada and beyond. The notable difference is that they will be working in both official languages.
- MSc programs are in great demand; the Faculty of Science, UofA, has over 700 Masters students, demonstrating student demand for the MSc program. Of these 700 students, there are a few who are supervised by CSJ faculty (please see the CV of the professors for more information about supervision).
- CSJ professors already fund more graduate students than is suggested under the proposed enrolment for the new program in other programs outside of CSJ. This is because students want to work with our professors, and in our faculty. However, they are registered in the faculty of science. We expect that the recognition and support for our graduate student teaching will encourage professors to increase their research activities and lead to graduate student enrollment growth.

e. Identify and discuss any additional factors that may impact student demand for this proposed program.

- Statistics Canada has found a substantial establishment of Francophone newcomers to Alberta.

f. Comment on the overall sustainability of learner demand for this program over the longer term.

- Because of its programs and structure, CSJ will always have STEM- and STEAM-based professors who are required to train graduate students. The sustainability of this program is assured.

g. Describe how the enrolment plan takes into account relevant labour market demand and societal benefit factors.

This program offers students the chance to choose their research topic from among several science disciplines, or combine several disciplines. Students can choose amongst the following general research areas to answer directly to needs identified in the society:

- health sciences, biology, chemistry, and psychology;
- data sciences, mathematics, statistics, and computing sciences; and
- earth sciences, physics, and environment.

There are plenty of opportunities for graduates in any field that need highly qualified personnel with interdisciplinary training and prior work experience. An informal search of one employment database shows over 750 postings for an MSc and, of those, 44 require a bilingual individual. The need for broadly trained MSc graduates is on the rise. An undergraduate degree is no longer competitive and sufficient in an innovative knowledge-based economy.

Reviewer's Comment:

SECTION D: GRADUATE OUTCOMES AND PATHWAYS

1. Employment Outcomes *(Answer the following questions)*

a. Are the majority of graduates expected to enter directly into the labour market upon graduation or continue on to further study? (Elaborate as needed).

- We expect a 50/50 split between graduates entering the labour market and those continuing to a PhD.
- We will also receive people who are already working and are pursuing professional development and continuing education.

b. What types of academic/professional positions does the proposed program prepare graduates for?

- Due to the nature of the program, graduates are expected to be specialists in their field such as physics, chemistry, biology, and mathematics; but, in many cases, will redefine boundaries of their research field to tackle broader research questions, which will open doors to a broad set of possible academic and professional positions.
- Continue to a PhD for an academic or research career.
- They can work in government ministries, research labs, advisory positions, consultant companies, start-ups, banking and economics world, stock market (mathematics, statistics, and computing sciences), environmental practices (biology, chemistry, etc), and education. Education is in dire need for STIM trained graduates who can be the sciences subjects and math teachers as well as the subject matter experts in Alberta Education and the various school boards.

c. Identify program supports that assist graduates to successfully transition from university to employment.

- This is multifaceted support:
 - supervisors play an important role in this transition;
 - CSJ has the support from “*la Centrale*,” which plays an important part in this transition through formal preparation programs. *La Centrale* is CSJ’s academic support services centre (mentoring, tutoring, wellness etc.).
 - The WIL experience will provide networking opportunities to aid the transition.
 - The office of Graduate studies offers extensive support for students to succeed: the provide an extensive list of potential bilingual employers, they carry out the initial contacts and maintain communication, provide the supervisors with template and timelines, check in progress and keep a record of formative evaluation.

Reviewer’s Comment:

2. Societal Benefits and Pathways *(Answer the following questions)*

<p>a. In cases where labour market demand is not the primary reason for this program, identify anticipated social and community benefits (in addition to employment outcomes) within local, national or international contexts.</p> <ul style="list-style-type: none"> ● It is incumbent on CSJ leadership to ensure equity to our community of learners, professors and French/bilingual highly trained individuals by providing these programs. <ul style="list-style-type: none"> ○ From a societal context, offering to the French linguistic minority a unique-to-Western-Canada graduate program in the STEM/STEAM areas is an important equity issue for the University of Alberta that has equity, diversity and inclusivity (EDI) as a strategic priority. ○ Canada, a bilingual country, needs well-trained bilingual experts with an in depth knowledge of the issues confronting Western Canada (oil and gas sector, forestry, agriculture, etc) and who understand the advantages of pan-Canadian partnerships and networks that will benefit Alberta's and Canada's knowledge-based economies. As such, we will offer students the opportunity to continue learning English so that by the time they graduate, they can be fully functional in both official languages.
<p>b. Comment on how the program creates opportunities for graduates in areas such as entrepreneurship, innovation, and/or social/community development.</p> <p>This program, as detailed in its learning outcomes and competencies, trains students to meet needs of these key areas. Students must create WIL proposals that hone entrepreneurial skills focusing on community or employer needs, leading to innovative solutions. The students are trained in their fields of interest, providing them a broader set of skills and knowledge, preparing them to be catalysts of innovation.</p>
<p>c. Indicate whether the proposed program offers new or expanded pathway opportunities for students in the Alberta Adult Learning System. (Elaborate as needed).</p> <p>This program offers a new pathway through a unique and quality program. By providing post-secondary education to those who speak French, including the Métis students, this program benefits all Albertans.</p>
<p>Reviewer's Comment:</p>

SECTION E: FINANCIAL VIABILITY AND SUSTAINABILITY

1. Budget and Funding Sources *(Answer the following questions)*

- a. Describe how the institution plans to finance the program, including any applicable sources of funds such as tuition, grants etc.:
 - The program requires very few resources as there are only two courses that are also required by other programs. Tuition will mostly flow towards student services and support for their research, professional development, WIL and other activities. CSJ has a student support system that will be further tailored to support graduate students.
- b. Discuss risk mitigation plans should full revenue(s) not be achieved or should costs exceed amounts budgeted.
 - The program will not add any new costs to CSJ. CSJ has a graduate coordinator and the required infrastructure and current ability to teach the needed courses. This program is one of a set of graduate programs offered or being proposed. The sources of costs are shared between all these programs. It is anticipated that the added revenues will support current graduate program activities. If revenues are not achieved, mitigation of costs will be undertaken and resources found in other operational revenues to sustain the program.

Reviewer's Comment:

2. Financial Aid and Support for Students <i>(If funding support is provided to students, answer the following questions)</i>
<p>a. Indicate the percentage of students who are likely to receive funding (fully-funded, partially funded, or un-funded)?</p> <ul style="list-style-type: none"> ● It is expected, but not mandatory, that all students will be funded.
<p>b. Estimate the typical level of funding provided to students admitted into the proposed program. (Indicate if there is a minimum).</p> <ul style="list-style-type: none"> ● Students should be fully funded by supervisors at \$14,000 per annum. ● Students will have other funding opportunities such as teaching assistantships.
<p>c. Identify external awards (e.g., SSHRC or NSCHRC fellowships) that students are eligible for and can reasonably expected to be awarded.</p> <ul style="list-style-type: none"> ● Tri-council scholarships, MITACS, Alberta Excellence Graduate Scholarships, Association des collèges et universités de la francophonie canadienne (ACUFC)
<p>Reviewer's Comment:</p>
3. Tuition and Student Cost Considerations <i>(Answer the following questions)</i>
<p>a. Document tuition and fee projections for students (specify domestic student tuition fees, international student tuition fees, compulsory student fees, and other costs likely to be incurred by students (texts, equipment, equipment, travel for research or conference etc.). Provide rationale where appropriate such as comparisons with similar programs. (Consult with the Ministry as needed.):</p> <ul style="list-style-type: none"> ● Both domestic and international students will pay University of Alberta graduate program tuition and students fees. ● Domestic: <ul style="list-style-type: none"> ○ Instructional fees - \$4,192.80 ○ Non-instructional fees - \$1213.31 ● International <ul style="list-style-type: none"> ○ Instructional fees - \$8,700.00 ○ Non-instructional fees - \$1213.31 ● Conference and other costs are expected to be covered by the supervisor and through awards available through GSA. ● The two mandatory courses will not require texts or other costs.
<p>b. Does the proposed program align with the Tuition and Fees Regulation? <input type="checkbox"/> Yes; or <input type="checkbox"/> No</p>
<p>c. Please elaborate on above answer, if necessary.</p> <ul style="list-style-type: none"> ● This is a typical graduate program that meets TFR.

Reviewer's Comment:

SECTION F: INSTITUTIONAL IMPACT

1. Institutional Mandate, Strategy Alignment, and Capacity *(Answer the following questions)*

a. Briefly describe how the proposed program aligns with the institution's mandate and government priorities.

The proposed program aligns with the Comprehensive Institutional Plan with respect to attracting and retaining talented students, provides access to innovative learning opportunities, and advances connections with the Francophone and bilingual communities. The program will also support the University's mandate that graduates will be prepared, through an innovative learning environment, to think critically, to act entrepreneurially, to create cultural and technical innovation, to be successful in the global marketplace, and to assume positions of leadership in public and private sectors. The proposed program will provide the students with these skills.

In addition to the above, the proposed program is in alignment with the Comprehensive Institutional Plan in the following areas.

- Facilitate, build and support disciplinary, interdisciplinary, cross-faculty and cross-unit engagement and collaboration.
- Create a faculty renewal program that builds on the strengths of existing faculty and ensures the sustainable development of the University of Alberta's talented, highly qualified and diverse academy.
- Increase graduate access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.
- Increase access to, and use of, professional development opportunities for graduate students to support their job market competitiveness, including through internship programs, events and workshops and on-line resources to improve their ability to compete in the global employment market.
- Inspire, model and support excellence in teaching and learning.
- Expand professional development opportunities for graduate students.
- Foster, encourage and support innovation and experimentation in curriculum development, teaching and learning at the individual, unit and institutional levels.
- Seek, build, strengthen and sustain partnerships with local, national or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business and community organizations.
- Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community engaged research and scholarship that will extend the University's reach, and effectiveness.
- Work closely with key provincial partners and government agencies.

- Engage with government, community, industry, business, and the post-secondary sector to address shared local, provincial, national, and global challenges.
- Through delivery of the Information Technology investment plan, facilitate easy access to, and use of, university services and systems
- Development of mutually beneficial projects that strengthen reciprocal relationships with external stakeholders through community engagement.
- The program aligns very closely with the University of Alberta's mandate of offering innovative programs that meet the needs of the community. It further aligns with the equity, diversity and inclusion strategic plan by offering a program to an important linguistic minority at CSJ highlighted in the strategic plan. The proposed program will bring equity to the professors at CSJ who have seen their research, funding and supervisory efforts under-recognized and under-rewarded for far too long.
- It aligns with the calls to action on reconciliation and EDI as the program includes required professional development in the area.

The proposed certificate is in alignment with the *For the Public Good* strategic plan in the following areas:

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

- i. Strategy: Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across the diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive research-intensive, multi-campus university with options for Francophone and rural liberal arts education.

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

- ii. Strategy: Highlight and strengthen the role that Campus Saint-Jean plays in reflecting and reinforcing the linguistic duality of Canada as well as the worldwide multi-ethnic Francophonie, by positioning the university locally, nationally, and internationally as a destination of choice for Francophone and bilingual students, and by progressively improving Faculté Saint-Jean students' and applicants' access to French-language services.

This program is uniquely situated to advance the Comprehensive Institutional Plan and *For the Public Good* among highly trained graduates in Canada's second official language. Employers in Western Canada (British Columbia, Alberta and Saskatchewan) have looked to FSJ which, for five decades now, has played a pivotal role in training citizens in French.

It aligns with government priorities that all programs should include work-integrated learning opportunities. This program includes such opportunities and most research programs will include additional hands-on, practical learning that will greatly prepare graduates for employment or postdoctoral fellowships.

<p>b. To what extent does the program build on the institution’s existing programs, infrastructure, resources and experience from offering programs in related fields?</p> <ul style="list-style-type: none"> • The program builds on the need for graduate programs at CSJ. Our professors have been supervising students in other faculties as a result of not having such programs at CSJ. These professors have strong, long-established working relationships with partners at the University of Alberta and at other institutions, which creates a very strong learning environment that opens doors for students to build a broader portfolio of knowledge, competencies, and networks vital for their post-program successes.
<p>Reviewer’s Comment:</p>
<p>2. Internal Review and Approval</p>
<p>a. Indicate which internal governance body recommended approval and specify date of approval.</p> <ul style="list-style-type: none"> • Conseil de la Faculté Saint-Jean • Faculty of Graduate Studies and Research Council • General Faculties Council (GFC) Programs Committee • GFC
<p>Reviewer’s Comment:</p>

SECTION G: SYSTEM IMPACT

<p>1. Impact on Alberta Adult Learning System <i>(Answer the following questions)</i></p>
<p>a. How does this program support provincial priorities for the Alberta post-secondary system?</p> <ul style="list-style-type: none"> • The proposed program improves access to education for our linguistic minority and improves the student experience by employing student-focused research and learning. • By including WIL and competency-based education, the program ensures that students develop skills for jobs. • The interdisciplinary nature of the program aligns fully with the aim to support innovation and strengthens opportunities for partnerships that can lead to commercialization. • CSJ plays an important role in la Francophonie, and is a major partner with a number of institutions. These programs will allow for exchange programs with partner institutions, which will allow us to strengthen internationalization. • The program supports professors’ efforts to obtain research funds, train exceptional students and produce exceptional research which improves CSJ’s (as a faculty) sustainability and uses existing tuition and minimum funding guidelines to ensure affordability. • Direct investment of professor effort and student tuition into CSJ strengthens our governance system by reducing paper work, and difficult-to-verify accountabilities in the research/graduate student supervision. Offering our own programs ensures equity in the system.
<p>b. Describe what distinguishes the proposed program from similar or related programs in the Alberta Adult Learning system.</p>

- This program is similar to other MSc programs offered in the Alberta Adult Learning system.
- It is unique by being in French and by allowing for and encouraging clear interdisciplinarity and collaboration among disciplines in scientific inquiry.
- It includes work integrated learning which few, if any programs, structurally include in the program

c. If proposed program/specialization potentially constitutes program duplication, explain why such duplication is appropriate and beneficial in this circumstance.

- The program is not a duplication but is similar to the existing MSc in the Faculty of Science at the University of Alberta. However, it is important to note both that our program is offered entirely in French, and the dual disciplinary and interdisciplinary nature of the proposed program versus the field-specific programs offered in the Faculty of Science.

d. Summarize the outcomes of consultations with other institutions offering related programs. (Attach copies of relevant documents – e.g. letters, meeting summaries, etc.).

- Not applicable – this program is unique and offered in French, which no other provincial or western Canadian institutions can offer.

Reviewer's Comment:

SECTION H: OTHER CONSIDERATIONS

Other considerations

a. Are there other factors or considerations the Ministry should take into account when reviewing this proposal?

There is an increasing need to prepare Alberta's workforce in STEM-related competencies for employment. Providing a unique opportunity to do this for the bilingual population of Alberta is an important factor for ensuring quality and equity of work for Albertans, and for attracting international and national investors in the province's economy. It has been found that a bilingual employee has a greater economic impact than a unilingual one: in Alberta, where ~2% of the population is bilingual, using both official languages, this same demographic generates 6.6% of Alberta's gross domestic product.

Reviewer's Comment:

REVIEW COMPLETE: RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s):

Rationale for Recommendation:
Reviewer(s):
Date Completed:



Faculty (& Department or Academic Unit):	Faculté Saint-Jean
Contact Person:	Samira ElAtia
Level of change: (choose one only)	• Undergraduate
	• Graduate
Type of change request: (check all that apply)	• Program
	• Regulation
For which term is this intended to take effect?	Fall 2023
Does this proposal have corresponding course changes? (Should be submitted at the same time)	Yes

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

<p>New program <i>Maitrise en sciences interdisciplinaires</i> Introduction folder: contains the memo from FSJ Dean, as well as an overview of the graduate programs at FSJ and the guiding principles for the proposals.</p>

Calendar Copy

URL in current Calendar (or "New page") https://calendar.ualberta.ca/preview_program.php?catoid=36&poide=42588&returnto=11393	
Current Copy	Proposed Copy [Français]

NEW

Maîtrise en sciences interdisciplinaire

Le programme de maîtrise en sciences interdisciplinaire au Campus Saint-Jean offre (CSJ), en français, une éducation universitaire au deuxième cycle de haut niveau dans les disciplines scientifiques organisées selon les grands axes de recherche de CSJ. Établi pour répondre aux besoins professionnels du 21^{ème} siècle, dans un monde de contact linguistique étroit et en situation linguistique (francophonie) minoritaire, ce programme, offert de façon innovative personnalisée, constitue un milieu incontournable pour la recherche scientifique interdisciplinaire qui offre une occasion unique aux étudiants d'approfondir leurs connaissances et compétences dans la recherche au sein de la dualité linguistique du Canada.

Le programme maîtrise en sciences interdisciplinaires offre aux étudiants la possibilité de choisir leur spécialisation dans différentes catégories qui combinent plusieurs disciplines. Les étudiants peuvent choisir parmi les spécialisations suivantes qui répondent directement aux besoins identifiés dans la société:

- Sciences de la santé, biologie, chimie, psychologie.
- Sciences des données, mathématiques, statistiques et informatique
- Sciences de la terre, physique, environnement

Le programme est complété à la faculté Saint-Jean en collaboration avec le *College of Natural and Applied Sciences* de l'université de l'Alberta.

Conditions d'admission

Les conditions minimales d'admission au programme de la Maîtrise en sciences interdisciplinaire sont les suivantes:

- Baccalauréat universitaire ou équivalent reconnu par l'Université de l'Alberta;
 - Moyenne d'admission minimale de 3,0 sur l'échelle de 4 points, ou l'équivalent, dans les 60 crédits derniers crédits des cours universitaires, ou sur l'équivalent des deux dernières années de cours à temps plein ;
 - Les candidats doivent posséder une compétence langagière adéquate en français; démontrée par :
 - un diplôme universitaire ou équivalent d'un établissement reconnu par l'Université de l'Alberta, et où la langue d'enseignement est le français. La preuve que l'instruction pour le diplôme était en français est requise,
- OU
- un résultat satisfaisant à un test de compétence en français approuvé (la liste des tests de compétence linguistique approuvés par la Faculté Saint-Jean est disponible au bureau des études supérieures de la Faculté Saint-Jean).

Note: s'il y a lieu, satisfaire aux exigences minimales en matière de langue anglaise. voir [English Language Requirement](#).

Les candidats doivent également soumettre les documents suivants :

- Lettre d'intention en français indiquant l'orientation et le domaine de recherche choisi;
- Deux lettres de recommandation adressées directement à la Faculté Saint-Jean;
- Une lettre d'appui d'un superviseur potentiel.

Exigences du programme

Maitrise en sciences interdisciplinaire est offerte dans la voie thèse. Les étudiants doivent compléter un minimum de 18 crédits de cours et la soutenance d'une thèse.

Cours obligatoires (6 crédits)

ESFSJ 500 Introduction à la recherche scientifique

ESFSJ 505 Conception expérimentale et analyse statistique dans la recherche scientifique

Cours optionnels (12 crédits)

A la discrétion du superviseur et du comité de supervision, des cours (4 cours) optionnels additionnels peuvent être exigés durant le programme d'étude.

Thèse

Inscription au cours THES au niveau 900. Les étudiants doivent soutenir avec succès leur thèse.

Exigences du développement professionnel et la formation dans l'éthique de la recherche

Les étudiants doivent aussi répondre aux exigences du développement professionnel, et la formation dans l'éthique de la recherche.

Pour plus d'information, veuillez consulter le site web de La *Faculty of Graduate Studies and Research* : [FGSR Academic Integrity and Ethics Training Requirement](#) and the [FGSR Professional Development Requirement](#).

Résidence

Les études à temps partiel peuvent être permises avec l'approbation du responsable du programme des études supérieures à la Faculté Saint-Jean.

Durée limite du programme

Le temps maximum pour compléter le programme de Maitrise en sciences interdisciplinaire voie thèse, tel qu'établi par le la Faculty of Graduate Studies and Research, est de quatre ans.

Cours de 2e cycle

La liste des cours des programmes maîtrise se trouve dans la Course Listings, sous les catégories ESFSJ, MAFSJ et M EDU.

URL in current Calendar (or "New page")

https://calendar.ualberta.ca/preview_program.php?catoid=36&poide=42588&returnto=11393

Current Copy:

Proposed Copy: **[English]**

NEW

Maîtrise en sciences interdisciplinaire

The *Maitrise en sciences interdisciplinaire individualisée* at Campus Saint-Jean offers, in French, a high-level, graduate education in the scientific disciplines organized according to the major research axes at the Faculté Saint-Jean. Established to meet the professional needs of the 21st century, in a world of close linguistic contact, and in a bilingual minority (Francophone) situation, this program constitutes a unique environment for interdisciplinary scientific research that provides a exclusive opportunity for students to deepen their knowledge and skills in research within Canada's linguistic duality.

The *Maitrise en sciences interdisciplinaire* program offers students the opportunity to choose their specialization in different categories that combine several disciplines. Students can choose from the following specializations that directly address the needs identified in society: Health Sciences; Biology; Chemistry; Psychology; Data Science; Mathematics; Statistics and Computer Science; Earth Sciences; Physics; Environment.

The program is completed at the Faculté Saint-Jean in collaboration with the College of Natural and Applied Sciences of the University of Alberta.

Entrance Requirements

The minimum requirements for admission to the *Maitrise en sciences interdisciplinaire* are as follows.

- An undergraduate degree or equivalent recognized by the University of Alberta.
- An admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last 60 units of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.
- Applicants must have adequate French language proficiency, as demonstrated by:
 - a degree or its university-level equivalent from an institution recognized by the University of Alberta, and where the language of instruction is French. Proof that instruction for the degree was in French is required;OR

- a satisfactory score on an approved French proficiency test (the list of language proficiency tests approved by the Faculté Saint-Jean is available at the Faculté Saint-Jean Graduate Studies Office).

Note: Where applicable, applicants must meet the minimum [English Language Requirement](#).

Applicants are also required to submit the following:

- Letter of intent in French indicating the orientation and the chosen field of research;
- Two letters of reference addressed directly to the Faculté Saint-Jean;
- A letter of support from a potential supervisor.

Program Requirements

The *Maitrise en sciences interdisciplinaire* is a thesis-based program. Students are required to complete a minimum of 18 units in coursework and a thesis.

Required courses (6 units)

ESFSJ: 500 Introduction à la recherche scientifique

ESFSJ : 505 Conception expérimentale et analyse statistique dans la recherche scientifique

Elective Courses (12 units)

At the discretion of the supervisor, and the supervisory committee, additional elective courses (4 courses) may be required during the program of study.

Thesis

Registration in 900-level THES. Students are required to successfully defend a thesis.

Ethics and Professional Development Requirements

Students are required to meet the [FGSR Academic Integrity and Ethics Training Requirement](#) and the [FGSR Professional Development Requirement](#).

Residence Requirement

Part-time study may be permitted with the approval of the Graduate Program Coordinator at Faculté Saint-Jean.

Length of Program

	<p>The maximum time to complete the thesis-based <i>Maitrise en sciences interdisciplinaire</i> program is four years, as set by the Faculty of Graduate Studies and Research.</p> <p>Graduate Courses</p> <p>Graduate courses can be found in Course Listings under the subject headings ESFSJ, MAFSJ and M EDU.</p>
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Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.

FSJ Executive Committee: November 11, 2022
FSJ Council: November 17, 2022

OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.

**Governance Executive Summary
Action Item**

Agenda Title	FSJ Proposal: Doctorat Etudes Transdisciplinaires
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Motion

<p>THAT General Faculties Council recommend that the Board of Governors approve the Doctorat Etudes Transdisciplinaires in the Faculté Saint-Jean, for implementation upon final approval.</p>
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Item

Action Requested	Recommendation
Proposed by	Jason Carey, Dean, Faculté Saint-Jean
Presenter(s)	Samira ElAtia, Associate Dean, Graduate, FSJ Roger Epp, Interim Vice-Provost and Dean, FGSR

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (<i>please be specific</i>)	The proposal is before the committee because the Faculté Saint-Jean is proposing a new PhD in transdisciplinary studies (Doctorat en Etudes Transdisciplinaires), for implementation upon final approval along with the corresponding calendar changes.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>For over a decade, Campus Saint-Jean has been working to create its own doctoral program. It is an equity issue that Faculté Saint-Jean (FSJ, as an academic unit) has its own doctoral program in order to offer a complete university degree program in French across Alberta and in Western Canada. In their final recommendation, The Quality Assurance Review (QAR) committee of independent reviewers concluded:</p> <p><i>“The Committee was impressed with the expertise, insights and commitment of those involved in these (graduate) programs. The M.A. and the M.Ed. are both good programs bringing together fine professors and students. Because there are not many French-language master’s programs in Western Canada, they are of importance that exceeds their modest number of enrollments. The programs do not require any significant overhaul in content or orientation. The Committee believes that the development of a doctoral program is a legitimate goal for a faculty within a U15 university. As the sole francophone doctoral program in Alberta, such a program could well have a significant academic and social impact.”</i></p> <p>Currently,</p> <ol style="list-style-type: none"> (1) Professors at FSJ cannot fully engage in supervisory duties of their own doctoral students (2) French speaking students in the province seek other institutions to continue their higher education in French (3) It is difficult to attract and retain professors without such a program <p>With a Doctoral program at FSJ, The University of Alberta will gain an international pool of students and researchers in various fields in the Applied and Natural</p>

Item No. 7

	<p>Sciences, in the Humanities and Social sciences, as well as in health and the environment by opening doors for graduate education in the Francophone world, especially in Africa.</p> <p>In 2017-2018, we conducted an extensive survey among our graduate alumni to seek their feedback and input into our existing programs and potential new programs. The large majority of our graduates had a positive experience and they would like to see a complete university program offered in French at the UofA.</p> <p>We have developed an innovative doctoral program that is the result of extensive consultation and feedback locally, provincially, and nationally from various stakeholders. Within the program, students will have a personal portfolio as well as a WIL plan integrated into the program. Besides the two required courses, the student and the supervisory committee will have the possibility to craft an individualized plan of study and research.</p> <p>We have mobilized various groups (Business, agencies, NGO, etc) to assist students in work placements and in conducting research.</p> <p>The program is built with open collaboration for supervision and/or for both the comprehensive examination as well as the candidacy with colleagues from across the university. Built into the program is an openness to collaborate and work in interdisciplinary groups.</p> <p>The cohort model that we propose in this program will train the student at the start of their academic journey to ensure that Indigenous perspectives as well as EDI in research is implemented and taught at the very core of the program. We are also planning several team building activities and orientations that provide the students with peer and administrative support for their overall well-being. Campus Saint-Jean offers a unique fostering environment for students to learn and interact with professors and students in other fields and disciplines that will give them a chance to broaden their perspective of research.</p> <p>Once approved, we have everything in place to start receiving students. Bibliothèque Saint-Jean of UA Libraries is one of the best collections of French resources outside of Winnipeg. Our professors collaborate with colleagues from across the university, the country, and beyond.</p> <p>Woven into the program are specific learning outcomes, implemented from the very beginning of the program with clear measurable indicators for success. The LOs will provide a solid backbone for a rigorous and unique academic program.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p>	<p>Consultation:</p> <ul style="list-style-type: none"> • Mai-Juin 2019, Septembre 2019: FGSR and Provost Office • Septembre 2019: Comité des études supérieures • September 2019: Faculty of Engineering • September 2019: Faculty of Sciences • Octobre 2019: Conseil consultatif de FSJ • Octobre 2019 : Comité des étudiants aux cycles supérieures • Novembre 2019 : Faculty of Education
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Item No. 7

<p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<ul style="list-style-type: none"> ● Novembre 2019 : 3ème rencontre avec FGSR ● Novembre 2019 : Organismes communautaires : Conseil de Développement Economique de l'Alberta, Coalition de la femme, Réseau de Santé Alberta . ● Décembre 2019 : Faculty of Arts ● Décembre 2019 : ACFA ● Décembre 2019 : Alberta Teachers' Association ● Décembre 2019 : fees and budget, Registrar office initial meeting ● January 2020 : Budget- Edith Finczak and Ibtissam Nkaili ● February 2020: Provost office/ FGSR ● Mai 2021: Discussion et demande de soutien du comité des évaluateurs externes. QAR ● Septembre 2021 : Comité des études supérieures ● December 2021 : Meeting with FGSR Vice-dean (Ali Shiri) and advisor (Frances Plane) ● Janvier 2022: Documents shared with FSJ Dean's advisory committee and feedback requested ● March 2022: meeting with dean of FGSR to discuss progress and next step ● March 2022: Discussion with Provost Office about new templates ● April-Mai2022: Budget discussion ● Summer and fall 2022: consultation with various community stakeholders <ul style="list-style-type: none"> ○ ATA ○ INRS ○ Minister of Official languages ○ ACFA ○ l'ACFAS ○ Canadian Parents for French ○ Fédération des conseils scolaires francophones ○ Conseil Scolaire Nord ○ College of Alberta School Superintendents ○ College of sciences ○ College of Social Sciences and Humanities ● August 2022: feedback from College of arts and sciences ● September 2022, Discussion and Feedback from Dr. Florence Glanfield , Vice-provost Indigenous Programming & research ● September 2022: Retreat with all FSJ community ● September 2022: Feedback from FGSR ● September 2022 : Feedback from ACFAS -Canada ● Septembre 2022: Feedback and approval from the FSJ- Comité des études supérieures ● Septembre 2022: Feedback and approval from FSJ Association des étudiants aux cycles supérieurs ● September 2022: final approval from Finance office ,Edith Finczak ● October 2022: consultation with FSGR ● October 2022: feedback from Provost office ● October 2022: Discussion and approval from FSJ Comité de planification académique (twice) ● November 2022: Approval : FSJ Comité executive ● November 2022: Approval : FSJ Council
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Approval Pathway:</p> <ul style="list-style-type: none"> ● CSJ-Comité de planification académique (academic planning): 6 October 2022 ● CSJ-Comité de planification stratégique (academic planning): 20 October 2022 ● CSJ-Comité exécutif (executive committee): 3 November 2022 ● CSJ- Conseil de la Faculté Saint-Jean (FSJ Faculty Council): 17 November 2022 ● FGSR Graduate Program Support Team: 30 January 2023 ● FGSR Policy Review Committee: February 16, 2023 ● FGSR Council: March 8, 2023

Item No. 7

	<ul style="list-style-type: none"> ● GFC Programs Committee: March 16, 2023 ● General Faculties Council: April 17, 2023 ● Board Learning, Research and Student Experience Committee: June 2, 2023 ● Board of Governors: June 16, 2023
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Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>The proposed program is in alignment with the For the Public Good strategic plan in the following areas:</p> <p>OBJECTIVE 1: Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.</p> <p>i. Strategy: Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across the diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive research-intensive, multicampus university with options for Francophone and rural liberal arts education.</p> <p>OBJECTIVE 9: Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole.</p> <p>ii. Strategy: Highlight and strengthen the role that Campus Saint-Jean plays in reflecting and reinforcing the linguistic duality of Canada as well as the worldwide multi-ethnic Francophonie, by positioning the university locally, nationally, and internationally as a destination of choice for Francophone and bilingual students, and by progressively improving Faculté Saint-Jean students' and applicants' access to French-language services.</p> <p>The proposed program aligns with the Comprehensive Institutional Plan with respect to attracting and retaining talented students, providing access to innovative learning opportunities, and advancing connections with Francophone and bilingual communities, as well as, in some cases, Alberta Education. The proposed program will also support the mandate that University of Alberta graduates will be prepared, through an innovative learning environment, to think critically, to act entrepreneurially, to create cultural and technical innovation, to be successful in the global marketplace, and to assume positions of leadership in public and private sectors. The proposed program will provide the students with these skills.</p> <p>In addition to the above, the proposed program is in alignment with the Comprehensive Institutional Plan in the following areas.</p> <ul style="list-style-type: none"> ● Facilitate, build and support interdisciplinary, cross-faculty and cross-unit engagement and collaboration. ● Create a faculty renewal program that builds on the strengths of existing faculty and ensures the sustainable development of the University of Alberta's talented, highly qualified, and diverse academy. ● Increase graduate access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience. ● Increased access to, and use of, professional development opportunities for graduate students to support their job market competitiveness, including through internship programs, events and workshops and on-line resources to improve their ability to compete in the global employment market. ● Inspire, model and support excellence in teaching and learning. ● Expand professional development opportunities for graduate students and postdoctoral fellows.
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Item No. 7

	<ul style="list-style-type: none"> • Foster, encourage and support innovation and experimentation in curriculum development, teaching and learning at the individual, unit and institutional levels. • Seek, build, strengthen and sustain partnerships with local, national or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business and community organizations. • Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community engaged research and scholarship that will extend the reach, effectiveness. • Work closely with key provincial partners and government agencies. • Engage with government, community, industry, business, and the post-secondary sector to address shared local, provincial, national, and global challenges. • Through delivery of the Information Technology investment plan, facilitate easy access to, and use of, university services and systems • Development of mutually beneficial projects that strengthen reciprocal relationships with external stakeholders through community engagement. • The program aligns very closely with the University of Alberta’s mandate of offering innovative programs that meet the needs of the community. It further aligns with the equity, diversity and inclusion strategic plan by offering a program to an important linguistic minority at CSJ highlighted in the strategic plan. • It aligns with the calls to action on Reconciliation and EDI as the program includes required professional development in these areas. 		
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0"> <tr> <td data-bbox="428 1136 1073 1346"> <input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1073 1136 1528 1346"> <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>	<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act UofA Calendar General Faculties Council Programs Committee Board Learning, Research and Student Experience Committee Faculty of Graduate Studies & Research Comprehensive Institutional Plan The <i>For the Public Good</i> strategic plan Alberta Advanced Education templates and requirement of WIL</p>		

Attachments:

1. Complete PhD Proposal. Version Feb1, 2023
2. Calendar Change Doctorat interdisciplinaire

Prepared by: Samira ElAtia (Associate Dean, Graduate, FSJ) - selatia@ualberta.ca

Proposal Template: New Master’s and Doctoral Degree Programs (Part A: System Co-ordination Review)

Complete this template for proposals for new master’s and doctoral degree programs or specializations.

Institutions should:

- ensure that submission content is concise. Any additional information may be appended;
- indicate “not applicable” in cases where questions are not relevant to the particular proposal; and
- ensure that applicable supporting documents are attached to the proposal.

SECTION A: PROPOSAL OVERVIEW

Basic Information *(Complete the table below)*

Institution	Faculté Saint-Jean of the University of Alberta
Program Name	Doctor of Philosophy
Specialization Name	Études Transdisciplinaires (Transdisciplinary studies)
Credential Awarded	Doctor of Philosophy
Proposed Effective Date	July 1, 2024

1. Type of Initiative *(Answer the following questions)*

This is a proposal for (select one from the drop-down menu):

New doctoral program

SECTION B: OVERVIEW OF PROPOSED PROGRAM OF STUDY

1. Program Description *(Answer the following questions)*

- a. Attach (as an appendix to this proposal) a concise program description document that includes:
- 3-4 sentence calendar description

Le programme de doctorat au Campus Saint-Jean offre, en français, une éducation universitaire au troisième cycle de haut niveau dans plusieurs domaines des sciences, santé, sciences sociales et humaines, organisés sous ces trois grands axes de recherche. Établi pour répondre aux besoins professionnels du 21ème siècle, dans un monde de contact linguistique étroit et en situation linguistique (francophonie) minoritaire, ce programme constitue un milieu incontournable pour la recherche transdisciplinaire intégrée qui offre une occasion unique aux étudiants d’approfondir leurs connaissances et compétences dans la recherche au sein de la dualité linguistique du Canada.

The doctoral program at Campus Saint-Jean offers, in French, a high-level post-graduate education in several fields of science, health, social sciences and humanities, organized under these three main research orientations. Established to meet the professional needs of the 21st century, in a world of close linguistic contact and in a minority language situation-Francophonie, this program constitutes an essential environment for integrated transdisciplinary research that offers a unique opportunity for students to deepen their knowledge and skills in research within Canada's linguistic duality.

- whether the program is course-based or thesis-based
Thesis based
- a proposed program of study including course names, descriptions, credits and prerequisites, by year of study,
The structure of the program is detailed in the following table:

Step 1	<p>a. First week of fall term, students will be welcomed into the program and will take part in the following activities:</p> <ul style="list-style-type: none"> ● Cohort building; ● Orientation; ● Workshops on the use of the eClass Learning Management System (LMS), online-delivery, teaching and research assistant training, filling forms and claims, submission of forms, learning to use Graduate Student Management System (GSMS) and other LMS, applying for grants and awards; ● Personal portfolios; ● Workshop and training on EDI in research ● Using the library; ● Meeting with the academic advisory team; ● Registering for classes after consultation with and approval of the supervisor. ● Workshop and training on indigenous perspective in research and graduate learning with a visit to Métis Crossing. <p>Upon their admission, students should have scheduled a meeting with their supervisor. The supervisory appointment form must be signed at this stage and submitted to the FSJ Graduate office and Faculty of Graduate Studies and Research (FGSR)</p> <p>b. Orientation/Meeting: During their orientation week, students will attend a training session. Where appropriate, PhD students will have an affiliation with The Institut Marcelle et Louis Desrochers for Transdisciplinary Research in Canadian and International Francophonies (IMELDA) and will participate in various activities of the institute.</p> <p>c. Residency is not required in this program. However, we encourage students to attend this first meeting. Professors who fund students through their own research grants may require residency of the student. Financing will not be mandatory.</p> <p>d. Academic advisory team: given the nature of the program, students will meet with an advisory committee, composed of the supervisor, the Grad Program Administrator and the Associate Dean Graduate programs and a member of the Comité des études supérieures-CES. They will answer students' questions about courses and the nature of their research work. This will be the initial stage of the “feuille de route.”</p>
Step 2	<p>a. Course work Fall/Winter, potentially Spring and/or Summer Fall 1 Year 1: Two required courses (FSJ-ES 600 and 605- Appendix C), and if required/advised by the supervisory committee a directed-studies course. Winter 2 Year 1: Directed studies courses.</p> <p>The two required courses pertain to conducting research in disciplinary and interdisciplinary fields. These two courses will be taught every year.</p> <p>The program is based on self- and supervisor-directed studies. The supervisory committee (Appendix D.1 and D.2), in consultation with the student, can decide on additional formal courses to be taken in the program if necessary.</p> <p>b. Development of a Work Integrated Learning (WIL) plan with the supervisor and the graduate office team, in addition to a staff member of the Career Center of the UA. The graduate office will provide a list of all partners and stakeholders in the WIL, will connect and assist students with work placement and their WIL advisor (<i>encadrant</i>).</p> <p>c. Each year, FGSR supervisory guideline requirements are completed, and a copy is submitted with the supervisor’s annual report to FEC. Student and supervisor sign off on this document as per FGSR requirement. NB: professors/supervisor submit the first meeting form from Step 1 above to Faculty Evaluation Committee along with their annual report.</p>

<p>Step 3</p>	<p>a. Meeting with supervisor and graduate administration team to establish timeline for research work, Individual Progress Plan (IPP) and Professional Development (PD). Forms are finalized and added to the students' files.</p> <p>For the IDP and PD, approved by the supervisor and the ADG, students will abide by FGSR requirements.</p> <p>b. When necessary, students can enroll in the English language modules. These modules do not count as credits for the required courses in the program (18 course credits). Students take an English language test, and are placed according to their language proficiency into the appropriate module. They follow these modules offered online by FSJ and when they are finished, they receive an FSJ certification of completion.</p> <p>c. Students start to fill their WIL plan and fill their personal portfolio. The personal portfolio will serve as their professional doctoral progress report where they reflect on their progress, display/showcase their work, and engage with the program for their future work endeavors. A major part of their personal portfolio is addressing and fulfilling the doctoral learning outcomes of the program. Students keep artifacts of their progress in this portfolio.</p> <p>d. Implementation of WIL. A progress evaluation form will be developed and used by the supervisor, the work "encadrant," and the graduate program coordinator to ensure proposed progress within the WIL setting. Note: This step will repeat every semester for the first two years.</p> <p>e. Spring, Year 1: As we seek to train students, they will attend the teaching assistant training offered in collaboration with the Center of Teaching and Learning. CTL offers this training and grants a certificate afterwards; we will work with CTL to provide a French version of this training.</p>
<p>Step 4</p>	<p>a. Student meets with the supervisory committee and start preparation for the Candidacy exam.</p> <ul style="list-style-type: none"> - First meeting with the supervisory committee should be scheduled during the first year, preferably first term: identifying members, defining the roles, and timelines of research work. - A List of readings is provided to the students during the summer of year 1. <p>b. Year 2: For the first teaching assistantship work, students will assist a professor in a course.</p> <p>c. WIL continues.</p> <p>d. Achievement of learning outcomes and development of personal portfolio continue.</p>
<p>Step 5</p>	<p>a. Winter, Year 2: candidacy exam</p> <ul style="list-style-type: none"> - Part one: because of the interdisciplinary nature of the program, students will sit for a comprehensive exam about specific topics related to their field(s) of research. - Supervisory committee prepares the questions for the comprehensive exam. - Comprehensive examinations will be scheduled during a three-day period. This can be modified as needed. <p>b. Winter, Year 2: candidacy exam</p> <ul style="list-style-type: none"> - Part two: student submits to the supervisory committee a detailed research proposal with an extensive bibliography. <p>c. Winter/Spring, Year 2: candidacy exam</p> <ul style="list-style-type: none"> - Part three: oral defense of the proposal with a detailed outline and timeline of work (three hours with the supervisory committee). <p>d. WIL continues.</p> <p>e. Learning outcomes and personal portfolio continues.</p> <p>f. As appropriate for the project, students start to participate actively in IMELDA or other organizations: preparing events and dissemination activities (conference, congress, journal papers, field-specific organizations, etc).</p>

Step 6	<p>a. For Year 3, the focus is on finalizing research pertaining to the dissertation. Note: research has been underway since the beginning, but it is in earnest at this stage.</p> <p>b. During Year 3 and Year 4, students assume full teaching responsibilities for first and second year courses.</p> <p>c. Students play a role in mentorship of the junior doctoral students as well the Master's students, they organize the graduate students' colloquium, and they help with the initiation meeting of entering cohorts (Step1).</p> <p>d. WIL continues.</p> <p>e. Achievement of learning outcomes and development of personal portfolio continue.</p> <p>f. Active and broad participation in preparing events and dissemination activities.</p>
Step 7	<p>a. End of Year 3 or Year 4, depending on progress in dissertation writing, thesis defense will take place. For students in the creative arts stream--music & drama--in addition to the defense of their thesis, The supervisory committee will determine and schedule a performance organized by the student.</p> <p>b. Presentation of the personal portfolio – engagement and collaboration.</p> <p>c. Final evaluation and report on WIL.</p> <p>d. Exit survey and interview completed.</p>

- program location (i.e., campus locations), and delivery mode (i.e., face-to-face, online, or blended); and

The program will be delivered in various formats: online; face-to-face (both physically in class in virtually); and hybrid. Students are connected via various online course delivery platforms and interact with professors, classmates and course materials through Moodle, the learning management system (LMS) used by the university.

In addition, and since we aim to offer this program in different modalities to accommodate learners' needs, we will integrate our delivery with our satellite campuses in the province (Lethbridge, Calgary, Red Deer and Grand -Prairie), and in the Northwest Territories.

Currently, we offer a cohort to our students in Calgary, we do orientations for these students, they meet face-to-face with the professors and the program administrators. For the doctoral students, we plan to organize orientation at the beginning of the program with the professors and the administrator staff to ensure that students are well informed and have a clear understanding and procedure of the program. Furthermore, in 2020, we were launching our first summer on campus program, but it was halted during COVID. In addition and upon request from the graduate students in our current program who come from various parts of the province, we will hold a three weeks orientation in the *La Résidence Saint-Jean*. This summer program has been discussed and approved with ancillary services in 2018-2019 and we are ready to offer this cohort and team building to all our students: most of these students will be professionals and offering them as intense two-three weeks sessions

where they get to fully understand the program, meet their supervisors and have the chance to be part of FSJ would be a valuable asset to the program both academically and linguistically.

We also plan to work with other organizations such as school boards, Alberta learning consortia, the Francophone community agency and Indigenous Education Council for further satellite delivery across the province.

- Program learning outcomes.

The program outcomes are inspired by and in-line with the Alberta Credentials Framework (ACF). **Appendix A** provides detailed of these learning outcomes for our doctoral programs. All these outcomes will be measured longitudinally and in a formative way through the personal portfolios of the students and through a Work-Integrated Learning (WIL) protocol as stated in the structure of the program above.

We identified 6 graduate attributes that serves of essential competencies of the program. The Learning outcomes of the program are nested within each of the graduating attributes; and each learning outcome has a clear indicator of its achievement, and which will direct our assessment of these learning outcomes. The 6 graduating attributes are as follow:

<i>Niveau et profondeur des connaissances</i>	Level and depth of knowledge
<i>Compétence de recherche et érudition</i>	Research skills and scholarship
<i>Habiliter d'appliquer les connaissances</i>	Empower to apply knowledge
<i>Compétence en communication</i>	Communication skills
<i>Capacité professionnel et autonomie</i>	Professional capacity and autonomy
<i>Leadership et collaboration</i>	Leadership et collaboration

Additionally, the program will address specific linguistic learning outcomes as well as global learning outcomes to create a unique learning environment. The following goals will be addressed.

- Prepare future researchers with a unique set of transversal, cross-disciplinary skills that will help to develop community leadership qualities and support the application of foundational knowledge in disciplinary and/or interdisciplinary research.
- Focus on the Francophone and linguistic minority perspectives by creating a deeper understanding of, and response to, broad societal needs.
- Fulfill the requirement of the provincial and federal governments in matters pertaining to French as an official language

- Establish new collaborations with potential for a higher-education network, as well as fostering effective relationships with bilingual and Francophone institutions in Canada, and around the world.

d. Identify any special requirements for accreditation/certification of the program.

The program meets the requirements for bilingualism at all federal and provincial levels, which allows for special funding opportunities.

e. Where applicable, identify any collaborations with other institutions/organizations and whether there are synergies with other graduate programs at your institution.

The program will be unique at UofA, in Alberta, and in Western Canada, and there will be ample opportunities for collaboration with all faculties at the UofA, for research, for supervision, for candidacy exams, and for training. CSJ Professors are multidisciplinary : in social science and humanities, in sciences, in engineering, in health sciences, we foresee collaborations at the three colleges level, as well the faculties level, and with specific departments and programs within these units: psychology, sociology, political sciences, economics, physics, Mathematics, biology, history, communication and media studies, music, computing sciences, medical microbiology and immunology, business, finance, secondary education, elementary education, policy studies in education, educational psychology, modern languages and cultural studies, african studies program, sustainability, Métis and indigenous studies, etc.

Professors are also part of the various signature areas of the UofA, for instance: AI4 society (Dr. ElAtia) Situated Knowledges: Indigenous Peoples and Place (CRC in Métis studies : Dr. Gauget, Dr. Lemaire), Intersections of Gender (Dr. Donia Moncef, Dr. Lapointe Gagnon, Dr. Sauwert) , Energy Systems (Dr. Wilson and Dr.Ghoul), precision Health (Dr. Lemieux, Dr. Ferdaouissi, Dr. Safouhi)

We will seek to work in collaboration within the UofA, with other Francophone institutions and French programs across Canada through the *Medouest* agreement: *Le consortium des établissements universitaires de l'Ouest canadien*: <https://ustboniface.ca/medouest> (francophone WDA), and through other agreements, such as *Institut nationale de recherche scientifique* (INRS), University of Ottawa, University of Moncton, and Laval University; with whom we already have working agreements.

Reviewer's Comment:

2. Work Integrated Learning (WIL) (e.g. internships, clinical placements) (If applicable, answer the following questions)

a. Specify which program learning outcomes map into WIL components of the program.

Students will be required to do internships through the course of their studies, and not only at the end. Students will also have opportunities to take a variety of courses/certificates that require a job-shadowing component. Since 2007, our master's programs (both the MA and the MEd) have successfully offered the integration of job-shadowing opportunities for students within their courses. All our alums have successfully integrated work upon completing their degrees. Students are placed within a selected

working environment where they develop their own work plan, and collaboratively work with a WIL supervisor to fulfill course objectives that are linked to their research program.

For the Doctoral program, we will build this requirement into coursework and throughout the four-year program, as stated in the structure of the program above. Because of our strong ties to the community and the faculty research enterprise, we have built a solid network that can welcome our students for these valuable experiences. We have compiled a database for all the professional and community partners with whom we will collaborate for the WIL plan (Appendix E)

1. CSJ Program outcomes: Establish new collaborations with new potential horizons for a higher-education network, as well as fostering effective relationships with bilingual and francophone institutions in Canada and around the world.
2. Faculty of Graduate Studies and Research (FGSR)-Doctoral learning outcomes 4: Professional Capacity and Autonomy. Many of the future students enrolled in this program will be professionals. They are already integrated in the designated workplace while they are pursuing their degree.
3. Specific outcome under Application of knowledge « *Démontrée par l'application d'un ensemble de connaissances existantes à un problème spécifique dans un contexte d'apprentissage en milieu de travail.* » (translation: Demonstrated by applying an existing body of knowledge to a specific problem in a work-based learning context)

We have consulted with various community stakeholders on the design of the curriculum and the learning outcomes of the graduate programs at CSJ in general, and the proposed PhD program in particular. These on-going consultations ensure the alignment with the needs of the workplace and build on the experiences of the professionals working in interdisciplinary bilingual contexts. These consultations were carried out with the following stakeholders:

- Institut nationale de recherche scientifique (INRS)
- Association Canadienne Française de l'Alberta (ACFA)
- Acfas-Canada
- Accès-emploi
- Conseil de développement économique de l'Alberta
- La coalition des femmes francophones de l'Alberta
- La fédération des conseils scolaire de l'Alberta
- Canadian Parents for French
- Conseil scolaire centre nord
- College of Alberta School Superintendents
- Alberta Teachers Association

- b. Identify the number of placements required in the program (including evidence that placements will be available when needed).

We are planning two placements:

<ol style="list-style-type: none"> 1. The first placement will be an initiation to work environment and would take place ideally in Spring of the first year of the program. 2. The second placement will be an in-depth experience and would take place in the Summer of year 1, and at the beginning of year 2.
<p>c. Comment on whether/how WIL placements in other programs may be impacted as a result of this program.</p> <p>We do not foresee any impacts on other programs. Our program is unique, it is the only transdisciplinary program offered in French, and focuses on student-guided learning; there is no other similar program that we can compare it to in the province.</p>
<p>Reviewer's Comment:</p>

SECTION C: ENROLMENT PLANNING

1. (a) Projected Student Enrolment *(Complete the table below as applicable).*

Proposed Enrolment	1 st Year of Implementation	2 nd Year of Implementation	3 rd Year of Implementation	4 th Year of Implementation	5 th Year of Implementation	Annual Ongoing
Total Headcount	3	8	13	18	24	45
• 1 st Year of Study	3	5	5	5	8	10
• 2 nd Year of Study	0	3	5	5	5	10
• 3 rd Year of Study	0	0	3	5	5	10
• 4 th Year of Study	0	0	0	3	5	10
• 5 th Year of Study	0	0	0	0	1	5
• 6 th Year of Study	0	0	0	0	0	0
Anticipated No. of Graduates	0	0	0	2	5	10
Reviewer's Comment:						

<p>a. Indicate the percentage of international students in the enrolment projections and provide a rationale regarding how the percentage was established.</p>
--

We predict that about 1/3 of new students will be international students (35%). This projection is based on the international students' admission and enrollment rate that we have seen in the last three years in our MEDU and MA programs.

We also based our projection on data from doctoral programs that have been approved by Alberta Advanced Education over the last 10 years.

Additionally, we receive from prospective students, on average, ten requests per year for a doctoral program. Also, individual professors at CSJ receive direct requests from international students.

b. Briefly comment upon whether the program is primarily designed to:

i. cater to graduates of your institution	This program is designed to cater to graduates from our institution as well as from across Alberta first, and Western Canada second. It should also be attractive to international students who would like to work and study in a bilingual integrated inclusive transdisciplinary environment.
ii. to meet a local demand	
iii. to meet a national demand	
iv. meet an international demand	

Reviewer's Comment:

2. Learner and Labour Market Demand (Answer the following questions)

a. Provide evidence of labour market demand for graduates, detailing how such demand was forecasted and substantiated regionally and provincially. (Append supporting documentation, as appropriate.)

There is a continuous demand for highly trained individuals in the knowledge economy. PhDs are in demand for academic, research, and policy-based positions, among many others (Shin et al 2018; Wiley Education Services 2021). This program prepares graduates to meet the challenges of the future by providing them a uniquely tailored training program. The nature of the program prepares them to work in a wide variety of fields. A clear advantage is a multilingual graduate who can bridge the needs of employers in a bilingual country and in an international market. According to recent news outlets and government reports, more francophone newcomers are choosing to settle in Alberta. In 2022, Canada reached for the first time its target of 4.4% francophone immigrants settling outside of Quebec: 16300 French speaking newcomers (Le devoir, January 24, 2023)

For example, University Affairs posts hundreds of Canadian-based academic positions to which our graduates could apply every year. There is no shortage of demand for our graduates. Currently (December 2022: there are 696 positions posted on University Affaires, with 78 in Alberta, and 74 across Canada that require French.

b. Identify which stakeholder groups were consulted regarding demand/need for this program:

<input type="checkbox"/> Student/learners	<input type="checkbox"/> Employers and professional associations
<input type="checkbox"/> Faculty	<input type="checkbox"/> Community organizations

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Program advisory committee <input type="checkbox"/> Regulator and/or accreditation bodies | <ul style="list-style-type: none"> <input type="checkbox"/> Other post-secondary institutions (Peter Dorrington, Université de Saint-Boniface; Aline Germain-Rutherford, University of Ottawa; Rémi Léger, Simon Fraser University, Donald Ipperciel, York University) <input type="checkbox"/> Other (please identify) |
|---|---|

c. Summarize the results of the identified consultations and attach supporting documentation (e.g., minutes of meetings, letters of support, etc.), when available.

We held several meetings with various offices at the University and community stakeholders (see **Appendix B**). All those consulted supported our proposal and attached to this proposal are letters of support for this program from these stakeholders.

The Quality Assurance Review (QAR) conducted in 2020-2021 recommended that the University of Alberta and Faculté Saint-Jean have a complete post-secondary set of programs, from Bachelor to Doctoral degrees. The QAR committee of independent reviewers concluded:

“The Committee was impressed with the expertise, insights and commitment of those involved in these (graduate) programs. The M.A. and the M.Ed. are both good programs bringing together fine professors and students. Because there are not many French-language master’s programs in Western Canada, they are of importance that exceeds their modest number of enrollments. The programs do not require any significant overhaul in content or orientation. The Committee believes that the development of a doctoral program is a legitimate goal for a faculty within a U15 university. As the sole francophone doctoral program in Alberta, such a program could well have a significant academic and social impact.”

Formal and informal discussions with students graduating from our master’s program indicate a desire for a PhD program. We find that our graduates are currently either going to the UofA North campus or to other post-secondary institutions to obtain their PhD.

d. Provide evidence of student demand for the program. (e.g., survey results, waitlists, demand in similar programs at other institutions etc.).

In a survey (**Appendix G** conducted in 2018-2019 among graduates of the program, 25% of respondents continued their doctoral studies. Another 38% pursued other graduate programs.

Among the respondents, 80% stated that they would recommend the graduate program at CSJ and if they have a chance they would pursue more graduate studies at CSJ.

The only drawback was the lack of variety in the courses. Since then, CSJ has developed new graduate courses that we are implementing now. The results of the survey revealed that graduates of the program benefited tremendously from their education at CSJ for (a) their own professional development, (b) the content covered in the program and the courses, (c) intellectual endeavor, (d) personal and professional growth, and (e) career choices.

e. Identify and discuss any additional factors that may impact student demand for this proposed program.

CSJ offers a unique environment that will improve graduate student completion rates, since they will have a chance to actively collaborate and work in teams within a supportive environment. Students will have a chance to interact closely with researchers and participate in various research activities on campus. Over the last 5 year period, the completion rate for students in our full-time masters program is very high (only one student in the MA program who did not finish in time, and only 1 person in the MEd program did not finish on time and in both cases these students faced challenges due to COVID pandemic).

f. Comment on the overall sustainability of learner demand for this program over the longer term.

Training PhD students is an integral part of the mission of a research intensive university such as the UofA, a U15 university in Canada and one of the top 100 research-intensive institutions in the world. CSJ is an integral part of UofA. There is no reason to believe that this program cannot be sustainable: (a) with the growth of the French immersion programs and the linguistic dual identity of young Canadians (Statistics Canada 2020) , (b) the maintain of Francophone communities in the minority context and the support of the Francophone newcomers -with a steady rise of settlement of this population in Alberta (Government of Alberta 2021) , and (c) attracting international Francophone students from around the world to study in a world-class university. At its very core, this interdisciplinary program allows professors to supervise a doctoral student without the constrains of field-specific program: it thus allows the disciplinary and interdisciplinary nature of CSJ, and minimizes required resources to ensure the viability of the program. All current faculty members can and should have at least one PhD student, thus ensuring its viability.

To meet participant, community and CSJ needs, we are proposing an innovative program with both bilingualism and multi-disciplinary research at its core.

- Canadians are more open to mastering both official languages than ever before (Statistics 150 Canada, 2017).
- Canadians are also better positioned in their work environment when they can function in field specific or inter- and trans-disciplinary capacity (Human Wanted Report 2018. They are not working exclusively in their fields.

Through our community and research partners (INRS, Acfas, Accès emplion, FCSF, etc.) we will ensure that all learning outcomes will be met.

g. Describe how the enrolment plan takes into account relevant labour market demand and societal benefit factors.

The proposed program is not linked to a single, distinct discipline that can make it difficult for graduates to find jobs. Its nature allows graduates to respond to numerous employment postings, be entrepreneurial, create spin-offs to tackle unique societal challenges and meet labour market demands. Graduates will create their own opportunities, as well as meet labour market demand to benefit society at large.

Reviewer's Comment:

SECTION D: GRADUATE OUTCOMES AND PATHWAYS

1. Employment Outcomes (*Answer the following questions*)

- a. Are the majority of graduates expected to enter directly into the labour market upon graduation or continue on to further study? (Elaborate as needed).

Graduates from this program will be expected to enter directly into the labour market. We anticipate that a majority (2/3) of students coming to this program will have work experience or be employed, and thus be readily (re)employable. Further, the program is structured such that students will have work placement in their specific field of study and research during the course of their studies. Students who have not had relevant work experience will therefore acquire that experience through their studies. The experience will be valuable for students in building relationships and networks, and in preparing them for the labour market.

The Graduate office and *La Centrale*, the students academic and personal support center at CSJ (Please see **Appendix F** attached to this document for details about *la Centrale*), as well as all the infrastructure available at the University to Alberta and FGSR that support graduate students will play a pivotal role in preparing students for the demands of their work search. They have information about possible jobs, and help students prepare their academic CV, or resume, and a work portfolio.

Students will benefit from the close mentorship that the program will offer as stated in the structure of the program in

- b. What types of academic/professional positions does the proposed program prepare graduates for?

The Office of Graduate Studies at CSJ has compiled an extensive list (see Appendix G attached) of potential offices, agencies, NGO, and businesses that can host our students. Some partners in this list have welcomed some of our students in the MA and MEd programs, the others are willing to welcome our students in the future. Discussions with MITACS, as one example, showed the openness to support student placement and research opportunities with various partners. We have developed a formal work-plan and professional portfolio that allows students to gather various artifacts to demonstrate that they have fulfilled the learning outcomes of the program.

For this program, we primarily seek to prepare doctoral students for leadership, research, and entrepreneurial positions outside of academia. They will also be formidable and highly competitive candidates for academic positions. The proposed program will have such a

breadth of skill embedded in it, that it will provide students with various competencies for a diverse suite of positions:

- research leaders in NGO, government based (Innovtech, NRC), private organizations;
- education and various educational leadership positions;
- business, banking, economics;
- leadership and research positions within community/bilingual agencies;
- global affairs and international relations;
- media and communication;
- public health; and
- entrepreneurship and partners with international francophone agencies/business.

In addition, like graduates from other programs, students may choose to pursue academic positions in other institutions.

- c. Identify program supports that assist graduates to successfully transition from university to employment.

For this program, we created a professional internship with a personal portfolio and a WIL plan that starts from Year 1, and continues in Years 2 and 3. Students will work closely with their supervisor and the WIL mentor to bridge what is learned during formal learning and research activities and its application in the workplace. The program sets out a clear set of competencies that students will develop and be able to transfer to the labour market.

Reviewer's Comment:

2. Societal Benefits and Pathways *(Answer the following questions)*

- a. In cases where labour market demand is not the primary reason for this program, identify anticipated social and community benefits (in addition to employment outcomes) within local, national or international contexts.

This program offers a unique opportunity for Albertans, Canadians, and international participants to seek graduate education in French, and develop their bilingual skills that will open doors to various opportunities across Canada and around the world.

Among the Francophone communities outside of Quebec, this doctoral program will be a beacon in disciplinary, and inter- and trans-disciplinary research. CSJ offers a unique opportunity in that it is strongly connected to the Franco-Albertan community and is an integral part of the University of Alberta, a leading research institution in Canada and the world.

The ability of CSJ professors to build research and educational networks in Alberta, Canada, and the world is an excellent asset for the university and the province. Local, national and international students will benefit tremendously from the opportunity to work with students

and professors from the University community in both official languages. They will be uniquely prepared for a world that requires such linguistic abilities.

In an era of globalization, the program will be unique in offering an environment where students conduct research from a big-picture perspective. They will also benefit from greater personalized learning opportunities, and consistent interactions with various colleagues, staff and fellow students.

Many institutions across Canada are attempting to meet the need for bilingual or French postsecondary education, including Simon Fraser University, and the University of Regina, signaling that there is a need and a demand for a program. The population of bilingual Canadians that want to have a choice in their higher education is growing.

- b. Comment on how the program creates opportunities for graduates in areas such as entrepreneurship, innovation, and/or social/community development.

Within their individualized plan, each student will engage in diverse opportunities with Francophone and bilingual stakeholders. There are ample opportunities for collaboration with all faculties at the UofA, for research, for supervision, for candidacy exams and for training. Our ties with the community ensure that students will have opportunities to better appreciate local and global needs, in the context of their interdisciplinary work. They will be able to work closely with stakeholders during and after their degree to tackle societal challenges. The listed competencies of the program prepare students for current needs in the labour market. The WIL program will immerse students in situations in which they are required to market themselves, their skills, be entrepreneurial, and stand out.

- c. Indicate whether the proposed program offers new or expanded pathway opportunities for students in the Alberta Adult Learning System. (Elaborate as needed).

Within Campus Alberta, this French program, that allows for disciplinary as well as inter- and trans-disciplinary PhD, unique in Canada, will be a vital bridge to complete the educational pathway for students in the adult learning system: the first doctoral program in French in Alberta. This is a paramount step in ensuring equity and inclusivity in post secondary education in the province. Campus Alberta would offer to all Albertans a complete educational landscape in both official languages.

Reviewer's Comment:

SECTION E: FINANCIAL VIABILITY AND SUSTAINABILITY

1. Budget and Funding Sources *(Answer the following questions)*

- a. Describe how the institution plans to finance the program, including any applicable sources of funds such as tuition, grants etc.:

The new program revenues will be generated through tuition over and above current student quotas. The new PhD program will use the current graduate program capacity. Any additional cost should not exceed revenues. The additional costs will be limited to assistantship funding and administrative support costs. The additional assistantship costs will serve to offset instructor's costs that would otherwise be incurred. CSJ has access to other granting programs that target French in a minority setting programs- Programmes d'appui aux langues officielles/ Official Languages Support Programs (PLOE).

The PhD program will be considered a new program. However, it is not expected to affect the larger budget significantly. No additional teaching costs will be incurred, and the additional costs will consist mainly of student funding, which may eventually be funded through external research funding.

The faculty will continue to cover the costs of additional administrative support services (i.e. coordination costs) and support the program through internal sources if the full revenues are not achieved.

- b. Discuss risk mitigation plans should full revenue(s) not be achieved or should costs exceed amounts budgeted.

As detailed earlier, it is part of faculty member's work requirements to train graduate students. Currently, faculty members are required to co-supervise their fully-funded students in other faculties. This is an equity issue, as they do not receive the support and recognition for their efforts. This proposed program provides opportunities for students and faculty members to work primarily at CSJ.

Risk is further minimized insofar as CSJ already has graduate program staff that are funded and can support students and supervisors, as well as the infrastructure to support research activities. Therefore, revenue from additional students will flow to support program activities at CSJ.

Reviewer's Comment:

2. Financial Aid and Support for Students *(If funding support is provided to students, answer the following questions)*

- a. Indicate the percentage of students who are likely to receive funding (fully-funded, partially funded, or un-funded)?

As it is part of their work requirements, it is expected that faculty members obtain research grants that will support their students. However, noting the diversity of research areas amongst faculty members, and the difficulty in some cases in obtaining research funds, PhD funding will not be mandatory. Many students will be part time because of existing employment. It is expected that 50% of students will be funded.

- b. Estimate the typical level of funding provided to students admitted into the proposed program. (Indicate if there is a minimum).

It is expected that funded students will receive \$18,000/yr.

Graduate student assistantship funding will be offered to all full time students for the duration of the program. Other funding opportunities may be available through research funding to be pursued by professors.

Students will be offered opportunities for:

Teaching assistantships;

Research assistantships;

Work in the library;

Work in *La Centrale*;

Work as lab assistants;

Work in Marcelle and Louis Desrochers Institute for Heritage Studies and Transdisciplinary Research on Francophonies (IMELDA) and other institutes in the UofA;

WIL activities may be remunerated in some instances .

- c. Identify external awards (e.g., SSHRC or NSCHRC fellowships) that students are eligible for and can reasonably expected to be awarded.

Students at CSJ will be eligible for standard awards administered by FGSR and will pursue, with their supervisors' support, external funding opportunities that all students at the University of Alberta apply for, such as Tri-Council, MITACS, and Alberta Graduate Scholarships.

Reviewer's Comment:

3. Tuition and Student Cost Considerations (*Answer the following questions*)

- a. Document tuition and fee projections for students (specify domestic student tuition fees, international student tuition fees, compulsory student fees, and other costs likely to be incurred by students (texts, equipment, equipment, travel for research or conference etc.). Provide rationale where appropriate such as comparisons with similar programs. (Consult with the Ministry as needed.):

- Campus Alberta Grant is assumed at \$12,000 per student.
- Both domestic and international students will pay University of Alberta graduate program tuition and students fees.
- Domestic:
 - Instructional fees - \$4,192.80
 - Non-instructional fees - \$1,213.31
- International
 - Instructional fees - \$8,700.00
 - Non-instructional fees - \$1,213.31
- Conference and other costs are expected to be covered by the supervisor and through awards available through the Graduate Students' Association (GSA).
- The two mandatory courses will not require other costs.

- b. Does the proposed program align with the Tuition and Fees Regulation? Yes; or No

c. Please elaborate on above answer, if necessary.

- This is a typical graduate program that meets the TFR.

Reviewer's Comment:

SECTION F: INSTITUTIONAL IMPACT

1. Institutional Mandate, Strategy Alignment, and Capacity *(Answer the following questions)*

a. Briefly describe how the proposed program aligns with the institution's mandate and government priorities.

The proposed program aligns with the Comprehensive Institutional Plan with respect to attracting and retaining talented students, providing access to innovative learning opportunities, and advancing connections with Francophone and bilingual communities, as well as, in some cases, Alberta Education. The proposed program will also support the mandate that University of Alberta graduates will be prepared, through an innovative learning environment, to think critically, to act entrepreneurially, to create cultural and technical innovation, to be successful in the global marketplace, and to assume positions of leadership in public and private sectors. The proposed program will provide the students with these skills.

In addition to the above, the proposed program is in alignment with the Comprehensive Institutional Plan in the following areas.

- Facilitate, build and support interdisciplinary, cross-faculty and cross-unit engagement and collaboration.
- Create a faculty renewal program that builds on the strengths of existing faculty and ensures the sustainable development of the University of Alberta's talented, highly qualified, and diverse academy.
- Increase graduate access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.
- Increased access to, and use of, professional development opportunities for graduate students to support their job market competitiveness, including through internship programs, events and workshops and on-line resources to improve their ability to compete in the global employment market.
- Inspire, model and support excellence in teaching and learning.
- Expand professional development opportunities for graduate students and post-doctoral fellows.
- Foster, encourage and support innovation and experimentation in curriculum development, teaching and learning at the individual, unit and institutional levels.
- Seek, build, strengthen and sustain partnerships with local, national or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business and community organizations.

- Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community engaged research and scholarship that will extend the reach, effectiveness.
- Work closely with key provincial partners and government agencies.
- Engage with government, community, industry, business, and the post-secondary sector to address shared local, provincial, national, and global challenges.
- Through delivery of the Information Technology investment plan, facilitate easy access to, and use of, university services and systems
- Development of mutually beneficial projects that strengthen reciprocal relationships with external stakeholders through community engagement.
- The program aligns very closely with the University of Alberta's mandate of offering innovative programs that meet the needs of the community. It further aligns with the equity, diversity and inclusion strategic plan by offering a program to an important linguistic minority at CSJ highlighted in the strategic plan.
- It aligns with the calls to action on Reconciliation and EDI as the program includes required professional development in these areas.

The proposed certificate is in alignment with the *For the Public Good* strategic plan in the following areas:

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

- i. Strategy: Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across the diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive research-intensive, multi-campus university with options for Francophone and rural liberal arts education.

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

- ii. Strategy: Highlight and strengthen the role that Campus Saint-Jean plays in reflecting and reinforcing the linguistic duality of Canada as well as the worldwide multi-ethnic Francophonie, by positioning the university locally, nationally, and internationally as a destination of choice for Francophone and bilingual students, and by progressively improving Faculté Saint-Jean students' and applicants' access to French-language services.

The graduate program at Faculté Saint-Jean is uniquely situated to advance the Comprehensive Institutional Plan and *For the Public Good* among highly trained graduates in the second official language of Canada. Employers in Western Canada (British Columbia, Alberta and Saskatchewan) look to CSJ which, for 5 decades now, has played a pivotal role in training citizens in French as the sole institution to provide, for example, graduate degrees for K-12 educators who want to become school principals.

The proposed program aligns with government priorities that all programs should include work integrated learning opportunities. This program includes such opportunities and most research programs will include additional hands-on, practical learning that will prepare graduates for employment or postdoctoral fellowships.

b. To what extent does the program build on the institution's existing programs, infrastructure, resources and experience from offering programs in related fields?

The program builds on the series of undergraduate and existing and proposed graduate programs providing a pathway to complete a full post-secondary education at CSJ, from the collegiate to the PhD. We have enough space to receive students and we have the human resources capacity to assist and supervise the students:

- graduate students office space;
- academic program coordinator;
- IMELDA;
- *La Centrale*;
- Bibliothèque Saint-Jean;
- laboratories;
- sus services;
- meeting spaces;
- examination spaces;
- the Francophone provincial archives; and
- proximity to the Cité Francophone.

Reviewer's Comment:

2. Internal Review and Approval

a. Indicate which internal governance body recommended approval and specify date of approval.

See **Appendix B** for the consultations and the process of governance

Reviewer's Comment:

SECTION G: SYSTEM IMPACT

1. Impact on Alberta Adult Learning System (*Answer the following questions*)

a. How does this program support provincial priorities for the Alberta post-secondary system?

There are two elements that distinguish this program from others across Alberta: language and flexibility in disciplinarity. The program will be completely in French, from the admission process, the required courses, the research, and the writing process. The second feature is the

transdisciplinary nature of the program: it is built into the program from its conception. Graduates will take a mandatory course on conducting interdisciplinary research. They will work within interdisciplinary research teams and their research and dissertation will be conducted within interdisciplinary perspectives/research angles. We will build a collaborative learning environment for our students where various research perspectives can be addressed and developed.

- The proposed program **improves access to education** for our linguistic minority and **improves the student experience** by employing student-focused research and learning.
- By including WIL and competency-based education, the program ensures that students **develop skills for jobs**.
- The interdisciplinary nature of the program aligns fully with the aim to **support innovation and** strengthens opportunities for partnerships that can lead to **commercialization**.
- CSJ plays an important role in *la Francophonie*, and is a major partner with a number of institutions. These programs will allow for exchange programs with partner institutions thanks to **strengthening internationalization**.
- The program supports professors' efforts to obtain research funds, train exceptional students, and produce exceptional research which **improves CSJ's** (as a faculty) **sustainability** and uses existing tuition and minimum funding guidelines to ensure **affordability**.
- Direct investment of professor efforts and student tuition into CSJ **strengthens our governance system** by reducing paper-work and difficult-to-verify accountabilities in the research/graduate student supervision. The current situation of supervision in other programs on North campus prevents appropriate oversight of supervision and duplication of administrative efforts by our graduate program staff. Offering our own programs and ensures equity in the system

b. Describe what distinguishes the proposed program from similar or related programs in the Alberta Adult Learning system.

Language is the first distinguishing feature; the program will be completely in French--the admission process, the required courses, the research, and the writing process. The second is the transdisciplinary nature of the program: Professors, supervisors and students will be interacting with each other in an integrated interdisciplinary way: this feature is built into the program from its conception even if individual work may disciplinary in nature. The program opens up to new collaboration that allows for communication and learning opportunities from various disciplines

c. If proposed program/specialization potentially constitutes program duplication, explain why such duplication is appropriate and beneficial in this circumstance.

Given the unique content of inter- and disciplinary research and the bilingual/ Francophone foundation of the programs, there is no duplication of this program.

d. Summarize the outcomes of consultations with other institutions offering related programs. (Attach copies of relevant documents – e.g. letters, meeting summaries, etc.).

Throughout the consultation process, we received encouragement and support for the PhD program: be it from current students and alumni, from employers, from all different

organizations in Alberta that we work with as well from national agencies and institutions. They all highly support such a program and praise our efforts to develop them for the students, the campus and the Francophonie. Our university partners (colleges and faculties) welcome such an initiative because it will open new research opportunities by emphasizing the bilingual collaboration among researchers across the university.

See attached support letters and implementation timeline

Reviewer’s Comment:

SECTION H: OTHER CONSIDERATIONS

Other considerations

a. Are there other factors or considerations the Ministry should take into account when reviewing this proposal?

Guiding Principles for A Complete Graduate Program at FSJ

Principes directeurs pour établir un programme compréhensif d’études supérieures FSJ

In 2020-2021, our graduate programs underwent an independent quality assurance review that concluded:

“The Committee was impressed with the expertise, insights and commitment of those involved in these (graduate) programs. The M.A. and the M.Ed. are both good programs bringing together fine professors and students. Because there are not many French-language master’s programs in Western Canada, they are of importance that exceeds their modest number of enrollments. The programs do not require any significant overhaul in content or orientation. The Committee believes that the development of a doctoral program is a legitimate goal for a faculty within a U15 university. As the sole francophone doctoral program in Alberta, such a program could well have a significant academic and social impact.”

Based on this recommendation, and taking in consideration a survey conducted among our graduates in 2018, FSJ is finalizing two proposals: one for a PhD; and one for an MSc. With these two new degrees, CSJ will be able to offer a complete post-secondary set of university programs that will meet the needs of its community, champion minority language post-secondary education opportunities, and allow students from across Alberta and Western Canada to continue their education, uninterrupted, in both official languages. The guiding principles for these programs are as follow:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Donner des opportunités de supervision aux professeurs au 2e et 3e cycles; • S’assurer que les efforts des professeurs soient reconnus pleinement; • Que les efforts rapportent à la réputation et la place Campus Saint-Jean au sein; • Donner aux étudiants francophones et/ou bilingues les opportunités de faire des études | <ul style="list-style-type: none"> • Provide supervision opportunities to professors at the 2nd and 3rd cycles; • Ensure that the efforts of teachers are fully recognized; • That the efforts relate to the reputation and place Campus Saint-Jean within; • Give French-speaking and/or bilingual students the opportunity to pursue innovative graduate studies at the Saint- |
|--|--|

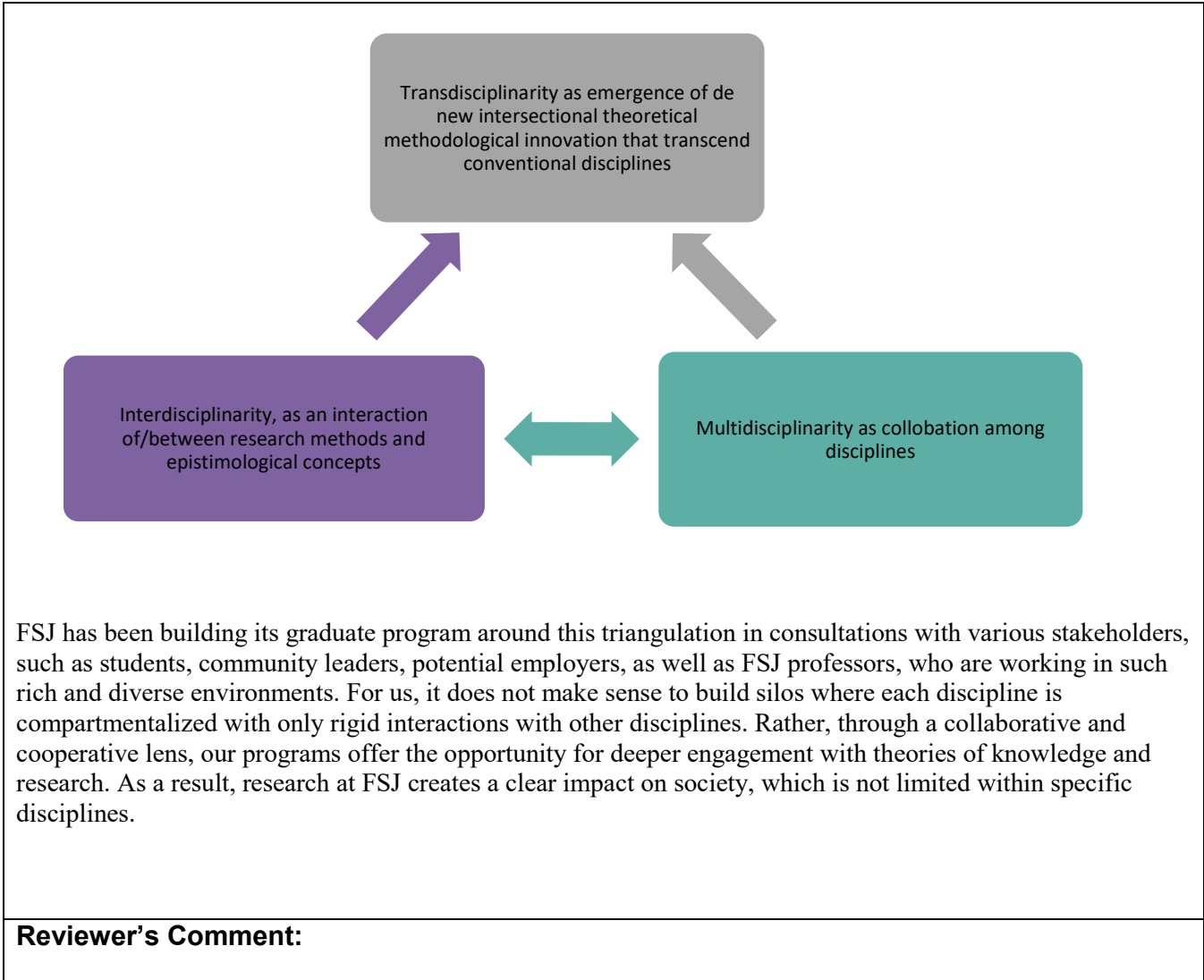
<p>supérieures, innovateurs au campus Saint-Jean;</p> <ul style="list-style-type: none"> ● Donner aux étudiants des compétences pratiques; ● De préparer la prochaine génération de cerveaux francophone et francophile en Alberta; ● De créer l'opportunité aux professeurs de faire des demandes de subventions qui payeront pour ces étudiants et soutiendront leurs recherches; ● De pouvoir amener plus de fond de recherche au campus saint-jean de rencontrer les métriques nécessaires pour augmenter les budgets du campus; ● Rapporter des revenus au campus; ● De minimiser les coûts nécessaires pour offrir les programmes. 	<p>Jean campus;</p> <ul style="list-style-type: none"> ● Give students practical skills; ● To prepare the next generation of Francophone and Francophile brains in Alberta; ● To create the opportunity for professors to apply for grants that will pay for these students and support their research; ● To be able to bring more research funds to the Saint-Jean campus to meet the metrics necessary to increase campus budgets; ● Report revenue to campus; ● To minimize the costs necessary to deliver the programs.
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Bilingualism

Our graduate program is unique: it is anchored in collaboration amongst our faculty members and various faculty members across the UA for all matters, including research proposals, grants, student supervision, candidacy exams. The unique opportunity to pursue graduate education in French faculty, at a French campus, nestled in a world-class university will attract many students, especially from francophone Africa. It is a tremendous opportunity for students to pursue their graduate education while mastering English. Bilingualism and the bilingual nature of our programs and partnership with other faculties is a unique feature not only for the U of Alberta, but for Alberta as a whole. Faculté Saint-Jean encompasses the transversal linguistic, historical, political, special and cultural realities of Alberta, of Western Canada, of Canada, and of the *Francophonies internationales*.

The philosophy of our programs in FSJ.

These programs are anchored in a transdisciplinary approach to research and graduate education that integrates and goes beyond traditional interdisciplinary work. To create our transdisciplinary approach, we build on the interdisciplinary foundation of the interaction between methods and concepts, and add the collaboration that is essential to multi-disciplinary work. This transdisciplinary education has a vertical and horizontal approach to research that encompasses both inter and multidisciplinary approaches.



REVIEW COMPLETE: RECOMMENDATION (FOR DEPARTMENT USE)
Recommendation(s):
Rationale for Recommendation:
Reviewer(s):
Date Completed:



**Calendar Change Request Form
for Program and Regulation Changes**
See the [Calendar Guide](#) for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Faculté Saint-Jean
Contact Person:	Samira ElAtia
Level of change: (choose one only)	• Undergraduate
	• Graduate
Type of change request: (check all that apply)	• Program
	• Regulation
For which term is this intended to take effect?	Fall 2024
Does this proposal have corresponding course changes? (Should be submitted at the same time)	Yes

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

New program Doctorat en études transdisciplinaires.
[Introduction](#) folder: contains the memo from FSJ Dean, as well as an overview of the graduate programs at FSJ, and the guiding principles for the proposals.

Calendar Copy

URL in current Calendar (or "New page") https://calendar.ualberta.ca/preview_program.php?catoid=36&poid=42588&returnto=11393	
Current Copy	Proposed Copy [Français]

NEW

Doctorat en études transdisciplinaires

Le programme de doctorat au Campus Saint-Jean offre, en français, une éducation universitaire au troisième cycle de haut niveau dans plusieurs domaines des sciences, santé, sciences sociales et humaines, organisés sous ces trois grands axes de recherche. Établi pour répondre aux besoins professionnels du 21^{ème} siècle, dans un monde de contact linguistique étroit et en situation linguistique (francophonie) minoritaire, ce programme constitue un milieu incontournable pour la recherche transdisciplinaire qui offre une occasion unique aux étudiants d'approfondir leurs connaissances et compétences dans la recherche au sein de la dualité linguistique du Canada.

Conditions d'admission

Les conditions minimales d'admission au programme du doctorat interdisciplinaire sont les suivantes:

- Diplôme de maîtrise ou l'équivalent reconnu par l'Université de l'Alberta;
 - Moyenne d'admission minimale de 3,0 sur l'échelle de 4 points de l'Université de l'Alberta, ou l'équivalent, dans les 60 crédits derniers crédits des cours universitaires, ou sur l'équivalent des deux dernières années de cours à temps plein ;
 - Les candidats doivent posséder une compétence langagière adéquate en français; démontrée par :
 - un diplôme universitaire ou équivalent d'un établissement reconnu par l'Université de l'Alberta, et où la langue d'enseignement est le français. La preuve que l'instruction pour le diplôme était en français est requise,
- OU
- un résultat satisfaisant à un test de compétence en français approuvé (la liste des tests de compétence linguistique approuvés par la Faculté Saint-Jean est disponible au bureau des études supérieures de la Faculté Saint-Jean).

Note: s'il y a lieu, satisfaire aux exigences minimales en matière de langue anglaise. voir [English Language Requirement](#).

Les candidats doivent également soumettre les documents suivants :

- Un curriculum Vitae;
- Lettre d'intention (deux pages maximum) faisant état des objectifs de recherche du candidat;
- Un échantillon de travail écrit (entre 5 et 15 pages)
- Deux lettres de recommandation adressées directement à la Faculté Saint-Jean;
- Une lettre d'appui d'au moins un professeur dont le domaine de recherche/spécialisation correspond au projet soumis.

Note : Tous les documents doivent être soumis en français.

Exigences du programme

Les étudiants doivent compléter un minimum de 18 crédits, dont un minimum de 6 crédits dans les cours de niveau supérieur, et la soutenance d'une thèse.

Cours:

- ESFSJ 600 : Séminaire de recherche interdisciplinaire
- ESFSJ 605 : recherche approfondie (Research Design)
- Six cours optionnel de niveau supérieur de trois crédits

Le programme est structuré autour d'études auto dirigées et dirigées par un superviseur. Le comité de supervision, en consultation avec l'étudiant, peut décider

de cours formels supplémentaires à suivre dans le cadre du programme, si nécessaire.

Thèse

Inscription au cours THES de niveau 900. Les étudiants doivent soutenir avec succès leur thèse.

Examen compréhensif

Les étudiants doivent passer avec succès un examen compréhensif dans la discipline ciblée généralement en début de la deuxième année du programme de doctorat.

Examen de candidature

A la fin de la deuxième années, les étudiants doivent présenter une proposition de recherche suivie d'un examen de candidature/de synthèse orale.

En raison de la nature interdisciplinaire du programme, le processus de synthèse peut prendre différentes formes. Il peut comprendre, par exemple, des examens écrits sur différents aspects de la discipline, une série de prises de position ou une longue proposition de thèse.

Exigences du développement professionnel et la formation dans l'éthique de la recherche

Les étudiants doivent aussi répondre aux exigences du développement professionnel, et la formation dans l'éthique de la recherche.

Pour plus d'information, veuillez consulter le site web de La *Faculty of Graduate Studies and Research* : [FGSR Academic Integrity and Ethics Training Requirement and the FGSR Professional Development Requirement](#).

Niveau académique

Les étudiants du programme de doctorat sont tenus de maintenir une moyenne cumulative minimale de 3,0 tout au long du programme.

Résidence

La résidence n'est pas requise dans ce programme. Cependant, les étudiants sont encouragés à assister à cette première réunion. Les professeurs qui financent les étudiants par le biais de leurs propres subventions de recherche peuvent exiger que l'étudiant soit présent.

Durée limite du programme

La durée maximale du programme de doctorat, telle que fixée par la *Faculty of Graduate Studies and Research* et de la recherche, est de six ans.

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URL in current Calendar (or "New page")

https://calendar.ualberta.ca/preview_program.php?catoid=36&poiid=42588&returnto=11393

Current Copy:

Proposed Copy: **[English]**

NEW

Doctorate in transdisciplinary studies

The *Doctorat transdisciplinaire* program at Campus Saint-Jean offers, in French, a high-level, post-graduate education in several fields organized under the major axes of science, health, social sciences, and humanities. Established to meet the professional needs of the 21st century, in a world of close linguistic contact, and in a bilingual minority (Francophone) situation, this program constitutes a unique environment for interdisciplinary scientific research that provides an important opportunity for students to deepen their knowledge and skills in research within Canada's linguistic duality.

Entrance Requirements

The minimum requirements for admission to the *Doctorat* program are as follows:

- Master's degree or equivalent recognized by the University of Alberta
- An admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution
The admission GPA will be calculated on the last 60 units of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework
- Applicants must have adequate French language proficiency, as demonstrated by:
 - a degree or its university-level equivalent from an institution recognized by the University of Alberta, and where the language of instruction is French. Proof that instruction for the degree was in French is required; OR
 - a satisfactory score on an approved French proficiency test (the list of language proficiency tests approved by the Faculté Saint-Jean is available at the Faculté Saint-Jean Graduate Studies Office).

Note: Where applicable, applicants must meet the minimum [English Language Requirement](#).

Applicants are also required to submit the following:

- A curriculum vitae
- A letter of intent (maximum two pages) outlining the applicant's research objectives
- One sample of written work (between 5 and 15 pages)
- Two letters of reference addressed directly to the Faculté Saint-Jean
- A letter of support from at least one professor whose area of research/specialization corresponds to the pre-project submitted

Note: all documentation must be submitted in French.

Program Requirements

Students must complete a minimum of 18 units, including a minimum of 6 units in graduate level courses, and write a thesis.

Coursework

- ES 600 : Séminaire de recherche interdisciplinaire
- ES 605 : recherche approfondie (Research Design)
- Six 3-unit graduate-level courses - optional

The program is based on self- and supervisor-directed studies. The supervisory committee, in consultation with the student, can decide on additional formal courses to be taken in the program if necessary.

Thesis

Registration in 900-level THES. Students are required to successfully defend a thesis.

Comprehensive Exam

Students must successfully complete a comprehensive exam in the targeted discipline, usually at the beginning of the second year of the doctoral program.

Candidacy Exam

At the end of the second year, students are required to submit a research proposal, which is followed by an oral candidacy/synthesis exam.

Due to the interdisciplinary nature of the program, the path to candidacy may take different forms. It may include, for example, written examinations on different aspects of the discipline, a series of position papers, or a long thesis proposal.

Ethics and Professional Development Requirements

Students are required to meet the [FGSR Academic Integrity and Ethics Training Requirement](#) and the [FGSR Professional Development Requirement](#).

Academic Standing Requirement

Students in the PhD program are required to maintain a minimum cumulative grade point average of 3.0 in their courses for the program.

Residence Requirement

Residency is not required in this program. However, we encourage students to attend their first meeting with their supervisors. University professors who fund students through their own research grants may require the student to attend.

Length of Program

The maximum time to complete the PhD program is six years, as set by the Faculty of Graduate Studies and Research.

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.

FSJ Executive Committee: November 3, 2022

FSJ Council: November 17, 2022

OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.

**Governance Executive Summary
Action Item**

Agenda Title	FGSR Graduate Exams Teleconferencing
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Motion

THAT the General Faculties Council approve the proposed changes to the Teleconferencing Guidelines for Graduate Examinations, as set forth in Attachment 1, for implementation upon final approval and inclusion in the next *University Calendar*.

Item

Action Requested	X Approval <input type="checkbox"/> Recommendation
Proposed by	Roger Epp, Interim Vice-Provost and Dean, FGSR
Presenter(s)	Micah True, Associate Dean, FGSR Roger Epp, Interim Vice-Provost and Dean, FGSR

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (<i>please be specific</i>)	The proposal is before the committee because FGSR is proposing changes to the Teleconferencing Guidelines for Examinations section of the calendar.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>Experiences with remote exams during the COVID pandemic have shown that current calendar guidelines pertaining to teleconferencing are needlessly restrictive. When the pandemic began, fully remote exams were permitted on a temporary basis to allow exams to continue and students to complete their programs while travel restrictions and other public health measures were in place. Technologies that did not exist when the existing calendar language was written have allowed many exams to be successfully conducted remotely in the last three years, suggesting that this policy should be permanently updated.</p> <p>This change gives programs greater flexibility in scheduling examinations and in selecting members of the examining committee, since remote participation will no longer be restricted to only two participants in the examination. This does not alter the ability of programs to schedule in-person exams. It simply provides more options for arranging exams.</p>
Supplementary Notes and context	< <i>This section is for use by University Governance only to outline governance process.</i> >

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)	<ul style="list-style-type: none"> ● Various bodies as part of a larger package of proposed changes. <ul style="list-style-type: none"> ○ Working Group: (Meetings: Nov. 1, 2021; Nov. 22, 2021; Jan. 17, 2022) <ul style="list-style-type: none"> ■ Micah True (Chair - Associate Dean, FGSR) ■ Adam Gaudry (Native Studies) ■ Ana Sharma (FGSR)
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Item No. 8

<p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<ul style="list-style-type: none"> ■ Anita Green (Nursing - Graduate Advisor) ■ Craig Heinke (Physics) ■ Kylie Heales (Business - PhD Student) ■ Mark Simpson (English & Film Studies) ■ Morris Flynn (Mechanical Eng) ■ Sujata Persad (FoMD) ■ Trish Manns (Rehab Med) <ul style="list-style-type: none"> ○ GPST - February 28, 2022 ○ PRC - March 9, 2022 ○ PRC - April 6, 2022 (Discussion on process) ○ GEFAC - April 7, 2022 ○ FGSR Council - March 30, 2022 (Distributed, no discussion) ○ FGSR Council - April 27, 2022 (Discussion) ○ GEFAC- May 5, 2022 ○ PRC- May 11, 2022 ○ FGSR Council- May 25, 2022 (brief update, no discussion) ○ GSA council- June 20, 2022 <ul style="list-style-type: none"> ● In present form: <ul style="list-style-type: none"> ○ Associate Deans-Education of the three colleges - Jan. 9, 2023 ○ College of Social Sciences and Humanities Associate Dean-Education and Associate Deans-Graduate of the Faculties within CSSH - Jan. 23, 2023. ○ College of Natural and Applied Sciences Associate Dean-Education, Associate Deans-Graduate of the Faculties within CNAS, and Associate Deans-Graduate of the standalone Faculties - Jan. 23, 2023. ○ College of Health Sciences Associate Dean-Education and Associate Deans-Graduate of the Faculties within CHS - Jan. 31, 2023.
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Approval Pathway:</p> <ul style="list-style-type: none"> ● Policy Review Committee - February 16, 2023 ● Graduate Program Support Team - February 27, 2023 ● FGSR Council: March 8, 2023 ● CLE

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>21. OBJECTIVE Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>			
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td style="vertical-align: top;"> <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success			

Item No. 8

Legislative Compliance and jurisdiction	Post-Secondary Learning Act UofA Calendar General Faculties Council Faculty of Graduate Studies & Research
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Attachments:

1. FGSR Exam Changes: Teleconferencing (for CLE, March 29, 2023)

Prepared by: Micah True (Associate Dean, FGSR) - ascdean4@ualberta.ca

**2023-2024 University of Alberta Proposed Calendar Graduate
Program Changes:**

CURRENT	PROPOSED
<p>Conduct of Examinations</p> <p>Common Examination Protocols</p> <p>[...]</p> <p>Teleconferencing Guidelines for Examinations: The term 'teleconferencing' is used here generically to include all forms of distance conference facilitation including telephone, video and synchronous electronic communication.</p> <p>Departments may wish to use teleconferencing for one or more of the examiners (including the External). No more than two participants may attend by teleconference. Teleconferencing may be used for master's or doctoral examinations. Examiners participating in examinations by this means are considered to be in attendance.</p> <p>Students must attend their candidacy examinations in person. In exceptional circumstances, for the final examinations, students may participate by teleconferencing. It is recommended that if the student is the remote participant, no remote committee members be used.</p> <p>Use of teleconferencing must be submitted for approval to the Dean of the department's Faculty at the time the examination committee is approved, following the Faculty's established procedures.</p>	<p>Conduct of Examinations</p> <p>Common Examination Protocols</p> <p>[...]</p> <p>Teleconferencing Guidelines for Examinations: The term 'teleconferencing' is used here generically to include all forms of distance conference facilitation including telephone, video and synchronous electronic communication.</p> <p>Teleconferencing may be used for any member of an examination committee, the chair, and the student. Examiners participating in examinations by this means are considered to be in attendance.</p>
<p>Justification:</p>	

Approved by:



ITEM NO. 9

Decision **Discussion** **Information**

ITEM OBJECTIVE: To approve proposed changes stemming from the work of the GFC Executive Subcommittee on Governance and Procedural Oversight (GPO) to conduct a three-year review of the GFC Executive Committee terms of reference.

DATE	April 17, 2023
TO	General Faculties Council
RESPONSIBLE PORTFOLIO	General Faculties Council

MOTION: THAT the General Faculties Council approve the proposed revisions to the GFC Executive Committee Terms of Reference as set forth in attachment 1, and the rescission of GFC Policy 25, to take effect upon approval.

EXECUTIVE SUMMARY:

Proposed changes to the Terms of Reference are as follows:

- Addition of governance and procedural oversight to the mandate and role of the committee
- Changes to language in areas of responsibilities for clarity
- Adding two members to the committee composition: 1 elected staff member from the appointed category and 1 graduate student member
- 4.1 edit so that Exec will not wait until the next meeting of GFC to report any decisions made under this authority
- 4.2 adding language regarding Exec’s role to ask for clarity or consultation – this would not give Exec any additional authority and is not a gatekeeping function it is simply articulating the responsibility set out in 6.1 and 6.2 of the [Meeting Procedural Rules](#) for Exec to ensure that items are complete and ready for GFC
- 4.3 edit to align language with that in the *Post-Secondary Learning Act* (PSLA)
- 4.4 edit to refer to policies in general rather than specific documents –specific documents already indicate approval authority
- 4.5 remove approval of consolidated exams. This authority is noted in the [Consolidated Final Exam Procedure](#) in UAPPOL and work may be done to move this authority elsewhere. GFC is the approver of the Procedure.
- 4.6 edit for consistency and addition of editorial authority
- 6.1 addition of language in sub delegation and proposal to rescind [GFC Policy 25](#)
- Additions of definitions of editorial changes and editorial authority

Supporting Materials:

1. Exec ToR-Tracked Changes document
2. GFC Policy 25

GOVERNANCE OUTLINE



ITEM NO. 4

SCHEDULE A:

Engagement and Routing

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

- GPO - Feb 7, Apr 4, Oct 24, 2022
- Vice-Provost and Registrar
- Student Appeals Coordinator
- GFC - Initial Feedback Form November 2022
- GPO - November 28, 2022
- EXEC - December 5, 2023
- GFC - Feedback Form on Tracked Changes January 2023
- GPO - March 27, 2023

Approval Route:

- GFC Executive Committee (recommendation) April 3, 2023
- General Faculties Council (approval) April 17, 2023

Supplementary Notes / Context:



1. Mandate and Role of the Committee

The Executive Committee is the executive body of General Faculties Council (GFC). It is charged with preparing the GFC agenda, [governance and procedural oversight](#), and carrying out the functions delegated to it by GFC. The Committee [may act](#)s on behalf of GFC in areas as defined in the terms of reference. The Chair may bring forward items to the committee for advice.

2. Areas of Responsibility

- a. Act on behalf of General Faculties Council as defined in section 4.1
- b. Preparation of agendas for GFC
- c. Faculty Councils – membership, quorum, [control function conditions, restrictions, and](#), sub-delegations
- d. Student Judiciary matters
- e. Academic procedural matters
- f. Governance [rules and procedures procedural](#) oversight

3. Composition

Voting Members (1416)

Ex-officio (5)

- President, Chair
- Provost and Vice-President (Academic)
- Vice-Provost and University Registrar
- Vice-President (Academic), Graduate Students' Association
- Vice-President (Academic), Students' Union

Elected from and by GFC (911)

- 7 [statutory](#) academic staff ~~(A1.1, 1.5, 1.6, 1.7)~~, one of whom will be elected by the committee to serve as Vice-Chair
- 1 [appointed elected member \(from any staff category\)](#)
- 1 [Faculty](#) Dean
- 1 undergraduate student
- 1 [graduate student](#)

Non-Voting Members

- 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 [Act on behalf of General Faculties Council](#) on matters that must be decided before the next regularly scheduled GFC meeting and where it is not feasible to call a special meeting of GFC. The committee will first determine if the matter cannot wait and, if so determined, will proceed to consider it and act on behalf of GFC and report ~~on~~ the decision [at the next to](#) GFC meeting.

4.2 Prepare the agenda for all regular and special meetings of General Faculties Council. The committee will receive items from:

- a. GFC Standing Committees
- b. GFC members
- c. University Administration

The committee may choose to provide comments to GFC on any agenda items and may ask for clarity in documents or for additional consultation.

4.3 Faculty Councils

- a. Approve composition and quorum provisions of Faculty Councils
- b. ~~Exercise supervision of control functions regarding~~ Review any conditions or restrictions that are imposed by GFC on Faculty Councils (section 29 and 30 of PSLA), with and make recommendations to GFC when appropriate

4.4 Student Judiciary Matters

- a. Consider changes to ~~Code of Student Behaviour, Code of Applicant Behaviour, Practicum Intervention Policy~~ policies on student conduct and discipline for approval or placement on the GFC agenda
- b. Receive ~~and discuss annual reports on student conduct, including residence discipline statistics, and appeals~~ annual reports on student conduct and discipline and place on the GFC agenda for information
- c. Authority to take whatever special measures are necessary to ensure timely and fully-constituted hearing by the University Appeal Board (UAB), Academic Appeals Committee (AAC) and Practice Review Board (PRB)

4.5 Academic Procedures

- a. Approve the Academic Schedule
- b. Provide for the preparation and publication of the University Calendar
- c. Approve changes to wording on Parchments
- ~~d. Approve proposals for consolidated exams~~

4.6 Governance Procedural Oversight

- a. Ensure delegations from GFC and committee terms of reference are reviewed at least every 3 years
- b. Make recommendations to GFC regarding terms of reference, composition, and procedures for GFC and its standing committees
- ~~b-c. Make editorial changes to GFC Committee terms of reference and report changes to GFC~~

5. Responsibilities Additional to Delegated Authority

5.1 Joint Summit of the Board and GFC – the chair will consult annually with the committee on the focus and goals of the annual joint meeting

6. Sub-delegations from GFC Executive Committee

Should be reviewed at least every three years and reported to GFC.

Sub-delegations - the following items have been delegated by this committee as noted:

6.1 Academic Procedures

- a. Technical matters, [minor procedural directions, and final editorial authority](#) relating to the publication of the University Calendar have been sub-delegated to the Registrar
- b. Special arrangements to depart from the official Final Examination Schedule have been sub-delegated to Faculty Councils, subject to challenge by GFC

7. Limitations to Authority

The following further refines or places limitations on authorities held by or delegated to EXEC:

- 7.1 Decisions made on behalf of GFC under section 4.1 must be reported [at the next GFC meeting to GFC](#).
- 7.2 In ordering the GFC agenda, the committee will be mindful of student membership terms when considering matters of particular concern to students.

8. Reporting to GFC

The committee should regularly report to GFC with respect to its activities and decisions.

9. Definitions

Academic staff – as defined by the [Recruitment Policy \(Appendix A\) Definition and Categories of Academic Staff, Administrators and Colleagues](#)
[Editorial changes - these include grammar and punctuation as well as updates of names, titles, and other non-regulatory content for accuracy.](#)
[Editorial authority for minor procedural directions - as related to the University Calendar, includes the structure of the Calendar, compliance with general University policy and other applicable decisions made by GFC pertaining to academic programs.](#)

10. Related Links

[Academic Schedule Policy](#) and [Procedure Consolidated Final Examinations Procedure](#)
[Parchment Procedure](#)
[GFC Policy Manual Section 37: Course and minor program changes](#)
[University Calendar, Regulations](#)
[GFC Delegations of Authority](#)

Approved by General Faculties Council:
February 25, 2019
May 25, 2020
[Updated approval date](#)

GFC Policy Manual

25. Calendar Changes

Note from the University Secretariat: The Post-Secondary Learning Act gives General Faculties Council (GFC) responsibility, subject to the authority of the Board of Governors, over "academic affairs" (section 26(1)) and over the "preparation and publication of the university calendar" (section 26(1)(g)). GFC has thus enacted a policy on Calendar Changes, as set out below.

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

The items referred to in subsection (g) above are delegated to the Executive Committee. (GFC 08 SEP 1966)

Technical matters relating to the printing and publication of the Calendar, including procedural matters in the editorial process such as the timing and form of submission, have been delegated to the Registrar. (GFC 31 MAY 1976) (GFC 27 JUN 1976)

The Registrar shall receive from the Board of Governors statements on fees for the inclusion in the University Calendar. (GFC 29 JUN 1981)

Final editorial authority for minor procedural directions was delegated to the Registrar, who will be responsible for the conformance of these directions to the general University policy. (GFC 29 JUN 1981)

The Registrar was given final editorial authority in regard to the purely descriptive materials in the Calendar (those without regulative force). (GFC 29 JUN 1981)

The 1981-82 University Calendar was accepted as the policy document of the University, with changes to the Calendar listed in the GFC minutes of June 29, 1981. (GFC 29 JUN 1981)

The GFC Executive Committee acted on behalf of GFC in endorsing:

- the 11 recommendations of the Calendar Task Force to the Vice-President (Academic) on the understanding that with respect to recommendation 11 the Provost and Vice-President (Academic) has the flexibility to decide on the funding issue. (EXEC 20 JUN 1997)
- the guidelines and procedures for implementing the Calendar Task Force recommendations with the addition of one Associate Dean and the Secretary to GFC in the review. (EXEC 20 JUN 1997)

- the principle of editing the existing Calendar test to: simplify the language; eliminate redundant information; correct punctuation and grammar; and to approve the resulting editorial changes made to the Faculty sections of the Calendar in accordance with this principle.(EXEC 20 JUN 1997)

[GFC Policy Manual](#)



Decision **Discussion** **Information**

ITEM OBJECTIVE:

The proposal is before the committee to revise the Teaching Awards Policy Suite and the University Teaching Awards Committee (UTAC) Terms of Reference in response to the [Report of the Equity, Diversity, & Inclusivity Review of Teaching Awards Working Group](#)

DATE	April 17, 2023
TO	General Faculties Council
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic) and General Faculties Council

Motion I:

THAT the General Faculties Council approve the revisions to the Awards for Teaching Excellence Policy including a name change to the Recognition of Teaching Policy as set forth in attachment 1.

Motion II:

THAT the General Faculties Council approve the new Teaching Awards Procedure, and the rescission of:

- Award for Excellence in Graduate Teaching Procedure;
- Graduate Student Teaching Award Procedure;
- Provost’s Award for Early Achievement of Excellence in Undergraduate Teaching Procedure;
- Rutherford Award for Excellence in Undergraduate Teaching Procedure;
- Teaching Unit Award Procedure; and
- William Hardy Alexander Award for Excellence in Undergraduate Teaching Procedure,

as set forth in attachment 2.

Motion III:

THAT the General Faculties Council approve the proposed changes to the Terms of Reference for the GFC University Teaching Awards Committee as set forth in attachment 3, to take effect upon approval.

EXECUTIVE SUMMARY:

In 2020, adjudication processes for both the [Awards for Faculty Excellence](#) and [Awards for Teaching Excellence](#) were paused to allow for a review of the procedures and processes for awards and recognition at the University of Alberta. The resulting [Report of the Equity, Diversity,](#)

GOVERNANCE OUTLINE



ITEM NO. 10

[& Inclusivity Review of Teaching Awards Working Group](#) suggests changes to the policy suite and adjudication practices to ensure equitable recognition of teaching and faculty excellence.

Report recommendations include, but are not limited to:

- Revisions to the nomination process to establish guidelines for self-nomination, provide mentorship, reduce the burden of application, and to reflect the new vision for inclusive excellence;
- Revisions to the nomination package to include a greater variety of submissions and reflection on Equity, Diversity, and Inclusion;
- Revisions to the adjudication process to streamline the procedure to ensure adjudication committees are diverse, trained on best adjudication practices and able to better assess the work of faculty and instructors from equity-denied groups.

Changes Proposed to the Policy Suite

To satisfy the recommendations set out in the report, a broad set of changes to the existing Policy suite are proposed. They will require the rescission of the existing Procedures and the establishment of a new Procedure that:

- ensure we, as a University, intentionally and thoughtfully demonstrate commitment to the 2019 Strategic Plan for Equity, Diversity, and Inclusivity through formal recognition of teaching, research, and service awards;
- ensures consistency with the recommendations of Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan; and
- works to address and redress systemic inequities inherent throughout the suite of awards at the University of Alberta.

The revised Policy is grounded in the University of Alberta's principles and values and establishes principles and practices that will guide recognition of teaching using a lens of inclusive excellence at the University.

The new Procedure under the Policy:

- outlines the University's commitment to Reconciliation with First Peoples and dedication to promoting equity, diversity, and inclusivity principles;
- states that award winners will be selected through processes that uphold values as reflected in the procedures for adjudication, and
- recognizes that valuing Indigenous Ways of Knowing, Being, and Doing and adopting EDI principles and practices will foster a culture of teaching excellence within the University community.

Changes to the University Teaching Awards Committee (UTAC)



ITEM NO. 10

In alignment with the proposed changes to the policy suite, proposed changes to the UTAC Terms of Reference include:

- Revision of the mandate and role of the committee and updating the name of the policy suite throughout the document;
- Change to responsibility to allow the committee to adjudicate all teaching awards;
- Proposed revisions to composition to ensure additional academic teaching staff and to reduce the number of members who are required to be members of GFC (10 members will continue to be elected by GFC);
- Addition of four ex officio members to the composition: the Executive Director of the Centre for Teaching and Learning; the Vice-Provost (Learning Initiatives), the Vice-Provost (Equity, Diversity, and Inclusion), and the Vice-Provost (Indigenous Research and Programming)
- Language that allows for additional members to be appointed if there are gaps in perspectives; and
- A responsibility to develop adjudication guidelines that reflect “transformed and transformative processes that embrace the knowledges and experiences of the committee’s membership in practice and outcome”.

Supporting Materials:

1. UAPPOL Recognition of Teaching
2. UAPPOL Awards for Teaching Excellence Procedure
3. GFC UTAC ToR tracked changes
Links to Current Policy and Procedures in UAPPOL:
4. [Awards for Teaching Excellence Policy](#)
5. [Award for Excellence in Graduate Teaching Procedure](#)
6. [Graduate Student Teaching Award Procedure](#)
7. [Provost’s Award for Early Achievement of Excellence in Undergraduate Teaching Procedure](#)
8. [Rutherford Award for Excellence in Undergraduate Teaching Procedure](#)
9. [Teaching Unit Award Procedure](#)
10. [William Hardy Alexander Award for Excellence in Undergraduate Teaching Procedure](#)

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

SCHEDULE A

Engagement and Routing

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

GOVERNANCE OUTLINE



Those who are actively participating:

- GFC University Teaching Awards Committee (UTAC)
- GFC Executive Subcommittee on Governance and Procedural Oversight (Exec GPO)

Those who have been consulted:

- Vice-Provosts' Council (April 11, 2022)
- GFC Executive Committee (May 16, 2022)
- Deans' Council (May 18, 2022)
- General Faculties Council (June 6, 2022)
- GFC Committee on the Learning Environment (November 30, 2022, February 8, 2023)
- Exec GPO (March 28, 2023)

Those who have been informed:

- GFC Executive Committee (January 16, 2023; March 13, 2023)

Approval Route:

Discussion on Policy Suite:

GFC UTAC March 9, 2023

GFC Executive Committee, March 13, 2023 (for placement on the GFC agenda)

General Faculties Council, March 20, 2023 (item was deferred and feedback requested by email)

GFC UTAC March 30, 2023

Recommendation on Policy Suite:

GFC UTAC March 30, 2023

Discussion on UTAC ToR:

GFC UTAC March 9, 2023

Exec GPO March 27, 2023

Recommendation on UTAC ToR:

GFC Executive Committee, April 3, 2023

Supplementary Notes / Context:

April 6, 2023 DRAFT

Original Approval Date: May 3, 2010

Most Recent Approval:

Most Recent Editorial Date:

Recognition of Awards for Teaching Excellence Policy

Office of Accountability:	Provost and Vice-President (Academic)
Office of Administrative Responsibility:	Provost and Vice-President (Academic) University Governance
Approver:	General Faculties Council
Scope:	Compliance with University policy extends to all members of the University community.

Overview

The University of Alberta is committed to inclusive recognition, celebration and learning from all teaching practices and pedagogies. Teaching recognition is based on the *Framework for Effective Teaching* outlined in the *Teaching, Learning and Evaluation Policy* and is grounded in the University of Alberta's principles and values, as defined in the Institutional Strategic Plans including: *Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan*, and the *Strategic Plan for Equity, Diversity and Inclusivity*. Inclusive recognition of teaching celebrates and showcases intellectually rewarding educational environments that benefit all members of the University community and are achieved through diverse instructional activities. For example, teaching that takes place in and beyond traditional classroom, studio, laboratory and clinical environments; teaching may also include supervision, mentoring, emotional work, community engagement, Indigenous ways of Knowing, Being and Doing, experiential and work-integrated learning, and leadership. Central to this policy is recognition of teaching through a lens that acknowledges all members of the institution including equity-denied groups.

Purpose

The purpose of this Policy is to establish a set of principles and practices that guide the inclusive recognition of teaching.

To recognize teaching excellence publicly, to publicize such excellence to the University and the wider community, to encourage the pursuit of teaching excellence, and to promote informed discussion of teaching and its improvement at the University of Alberta.

Policy

The University of Alberta will honor the teaching accomplishment of its community members through recognitions that celebrate the diversity of instructors, instructional teams and educational means responsible for student experiences and outcomes. Awards will be guided by the Teaching Awards Procedure. The recognition and awards will be grounded in the following:

- Teaching as a collective and shared effort that enriches learning experiences, advances knowledge, inspires engaged citizenship, and promotes the public good;
- The importance of teaching in creating an intellectually rewarding, inclusive and supportive learning environment that values diverse perspectives, positionalities, and experiences;
- Creativity, innovation, ongoing reflection, and growth in all stages of knowledge creation and dissemination;
- Diversity in the understanding of excellence that is fostered by an awards culture and community-wide support for the recognition of teaching;
- All My Relations, Decolonization, Indigenization, Indigeneity, Indigenous Ways of Knowing, Being, and Doing, Intersectionality/Confluence, Reconciliation, Self-Determination, Sovereignty, and Strength-Based Approach—Guiding Values and Principles of *Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan*; and
- Equity, Diversity, and Inclusion, Human Rights, Equality (substantive), Intersectionality, and Accessibility across our people, campuses and disciplines; - Principles from the Strategic Plan for Equity, Diversity, and Inclusivity.

The University of Alberta will recognize the outstanding teaching achievements of **faculty members** and **graduate students** by conferring awards on a regular basis in accord with the associated procedures of this policy.

Definitions

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.	
Faculty Members	Instructors as defined by the eligibility criteria set out in the associated Procedures of this Policy.
Graduate Students	Any student registered in the Faculty of Graduate Studies and Research at the University of Alberta.
Equity-Denied Groups	Including but not limited to: Indigenous peoples, racialized people, Black people, and people of colour and non-white people, religious minorities, disabled people and people with disabilities, 2SLGBTQIA+ people, gender diverse people, women, and all those who may contribute to the further diversification of ideas and the University. The University of Alberta acknowledges that language is ever-evolving and that listing categories of self-identification does not constitute commitment in and of itself.
Inclusive Recognition	Inclusive recognition of teaching celebrates and showcases intellectually rewarding educational environments that benefit all members of the University community and are achieved through diverse instructional activities.

Related Links

- [Framework for Effective Teaching](#)
- [Teaching, Learning and Evaluation Policy](#)
- [Awards for Faculty Excellence Policy \(UAPPOL\)](#)
- [Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan \(University of Alberta\)](#)
- [Strategic Plan for Equity, Diversity, and Inclusivity \(University of Alberta\)](#)

If any of the links are broken, please contact uappol@ualberta.ca

Published Procedures of This Policy

- Teaching Awards Procedure (UAPPOL) - *pending approval*
- ~~[Graduate Student Teaching Award Procedure](#)~~
- ~~[Provost's Award for Early Achievement of Excellence in Undergraduate Teaching Procedure](#)~~
- ~~[Rutherford Award for Excellence in Undergraduate Teaching Procedure](#)~~
- ~~[Teaching Unit Award Procedure](#)~~
- ~~[William Hardy Alexander Award for Excellence in Undergraduate Teaching Procedure](#)~~

April 6 2023 DRAFT

Original Approval Date:

Most Recent Approval:

Most Recent Editorial Date:

Parent Policy: Recognition of Teaching Policy

Teaching Awards Procedure

Office of Administrative Responsibility:	Provost and Vice-President (Academic)
Approver:	Provost and Vice-President (Academic)
Scope:	Compliance with University policy extends to all members of the University community

Overview

The University of Alberta is committed to the identification and celebration of creativity and innovation in all stages of knowledge creation and dissemination in an inclusive manner that provides pathways for the recognition of faculty, students, staff, University partners, individuals and communities. This Procedure describes how the University of Alberta will adopt Indigenous Ways of Knowing, Being, and Doing and Equity, Diversity, Inclusion principles and practices in all application and adjudication processes for University-wide teaching awards.

Purpose

The purpose of this Procedure is to outline the principles and practices for the application and adjudication of University-wide teaching awards to promote equity in the recognition of teaching and to foster an inclusive and supportive environment that values, acknowledges, and celebrates diverse contributions and experiences.

Procedure

The Office of the Provost, in consultation with the University Teaching Awards Committee (UTAC), shall establish the application and adjudication guidelines for each teaching award and publish them on a relevant UofA website.

1. Application

The application guidelines shall ensure:

- The Framework for Effective Teaching grounds the awards criteria;
- Acknowledgement of the value of educational creativity, inspiring teaching, teaching innovation, and leadership;
- Clear communication of criteria for each teaching award and an indication of how many of those criteria are to be addressed in a successful application;
- The application process is not burdensome and can be submitted in a variety of modalities;
- The student voice is included in meaningful ways;
- Acknowledgement and respect of the principles of All My Relations; Decolonization; Indigenization; Indigeneity; Indigenous Ways of Knowing, Being and Doing; Intersectionality/Confluence; Reconciliation; Self-Determination; Sovereignty; Strength-Based Approach - From Braiding Past, Present and Future, the University of Alberta Indigenous Strategic Plan;
- Acknowledgement and respect of the principles of Equity, Diversity and Inclusivity (EDI); Human Rights, Equality (substantive), Intersectionality, and Accessibility - from the University of Alberta EDI Strategic Plan;
- That applicants can account for their labour/emotional labour/mentorship/sponsorship (especially those from equity-denied communities);
- The inclusion of clarifying language and provisions around awards and leaves of absence, and community engagement;
- Teaching accomplishments are demonstrated in multifaceted forms
- That applicants are aware of mentorship opportunities and supports;
- Cultural, structural, and political barriers are accounted for in order to increase the applicant pool; and
- That translation costs will be covered by the University in support of languages other than English.

2. Adjudication

The adjudication guidelines shall ensure:

- That the adjudication process is inclusive, diverse, and equitable, and that all eligible applicants are considered and evaluated fairly based on their achievements and contributions to teaching excellence, including those from equity-denied groups, taking into account any systemic barriers or challenges that they may face;
- That adjudicating committees are diverse and trained on best adjudication practices with a particular emphasis on Indigenization; Reconciliation; and Equity, Diversity and

Inclusion;

- The development of equitable and objective criteria that support assessment of the work of faculty and instructors and recognition of excellence in an inclusive and diverse manner that takes into account diverse modes of instruction; and
- Consideration of parental and other leaves so that applicants who have taken leave are not unfairly disadvantaged in the adjudication process.

Related Links

- [Recruitment Policy \(Appendix A\) Definition and Categories of Academic Staff and Colleagues](#) (UAPPOL)
- [Post-Secondary Learning Act](#) (Government of Alberta)
- [University Teaching Awards Committee \(UTAC\) Terms of Reference](#) (University of Alberta)
- [Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan](#) (University of Alberta)
- [Strategic Plan for Equity, Diversity, and Inclusivity](#) (University of Alberta)

If any of the links are broken, please contact uappol@ualberta.ca



1. Mandate and Role of the Committee

The University Teaching Awards Committee (UTAC) is a standing committee of General Faculties Council (GFC) charged with adjudicating teaching awards according to the Recognition of Teaching Policy:

- ~~— the William Hardy Alexander Award for Excellence in Undergraduate Teaching~~
- ~~— the Rutherford Award for Excellence in Undergraduate Teaching~~
- ~~— the Provost's Award for Early Achievement of Excellence in Undergraduate Teaching~~
- ~~— the Teaching Unit Award~~

~~the Award for Excellence in Graduate Teaching~~

2. Areas of Responsibility

- a. Adjudicate ~~GFC's annual~~ teaching awards
- b. Review and recommend changes to the UAPPOL ~~Awards for Teaching Excellence Policy and its procedures for these awards~~ Recognition of Teaching Policy suite.

3. Composition

Voting Members (1216)

Elected by GFC (10)

- ~~- 5-6~~ academic staff, at least 2 should be Academic Teaching Staff (A2.1) and at (A1.1, A1.5, A1.6, A1.7), with no more than one from any Faculty. At least two of the academic staff members should be members of GFC. To ensure diverse representation, additional academic staff members can be appointed as set out below. The committee will elect a Chair and a Vice-Chair, at least one of whom is a member of GFC.
- ~~- 1 Academic Teaching Staff (ATS)~~
- 3 undergraduate students ~~and~~
- ~~- 1 graduate student, at least one of whom is a member of GFC~~

Appointed (26)

- 2 alumni, appointed by the Alumni Association
- ~~- Executive Director, Centre for Teaching and Learning~~
- ~~- Vice-Provost (Learning Initiatives)~~
- ~~- Vice-Provost (Equity, Diversity, and Inclusion)~~
- ~~- Vice-Provost (Indigenous Research and Programming)~~

Additional Appointed (as needed)

~~- The Chair of UTAC, after consultation with the committee and the Chair of the GFC Nominating Committee, may appoint additional members to ensure a balance of knowledges, pedagogical approaches and lived experiences that are representative of our values as defined in Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan, the Strategic Plan for Equity, Diversity, and Inclusivity, and the Framework for Effective Teaching.~~

Non-Voting Members

- 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 ~~Determine winners of these~~ Adjudicate teaching awards according to approved UAPPOL policies and procedures.

5. Responsibilities Additional to Delegated Authority

5.1 Review and approve, on an annual basis, the GFC UTAC Adjudication Guidelines that speak to conflicts of interest and adjudication procedures and reflect transformed and transformative processes that embrace the knowledges and experiences of the committee's membership in practice and outcome.

5.2 Review UAPPOL ~~Awards for Teaching Excellence~~ Recognition of Teaching Policy and its procedures and recommend changes to GFC or the Provost and Vice President (Academic) for approval as appropriate.

6. Sub-delegations from University Teaching Awards Committee

Should be reviewed at least every three years and reported to GFC.

None.

7. Limitations to Authority

7.1 The committee will use criteria outlined in UAPPOL policies and procedures and conduct activities in accordance with UTAC adjudication guidelines.

8. Reporting to GFC

The Committee should regularly report to GFC with respect to its activities and decisions.

9. Definitions

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

~~Sessional staff – as defined by the [Recruitment Policy \(Appendix A\) Definition and Categories of Academic Staff, Administrators and Colleagues](#) in UAPPOL~~

10. Links

~~[Awards for Teaching Excellence Policy](#)~~

~~[Award for Excellence in Graduate Teaching Procedure](#)~~

~~[Provost's Award for Early Achievement of Excellence in Undergraduate Teaching Procedure](#)~~

~~[Rutherford Award for Excellence in Undergraduate Teaching Procedure](#)~~

~~[Teaching Unit Award Procedure](#)~~

~~[William Hardy Alexander Award for Excellence in Undergraduate Teaching Procedure](#)~~

~~[GFC UTAC Adjudication Guidelines](#)~~

~~[Recognition of Teaching Policy](#)~~

~~[Teaching Awards Procedure](#)~~

Approved by General Faculties Council:

November 26, 2018

[Updated Approval Date](#)

ITEM NO. 11Decision Discussion Information

ITEM OBJECTIVE: On November 14, 2022, elected Academic Staff member Carolyn Sale made a Notice of Motion as per section 8.7 of the GFC Meeting Procedural Rules (MPR) to revise the MPR section 6.5 to require that each agenda of GFC include a thirty-minute question period.

DATE	April 17, 2023
TO	General Faculties Council
RESPONSIBLE PORTFOLIO	General Faculties Council

MOTION:

It is moved that rule 6.5 of GFC's "Meeting Procedural Rules" be revised as follows:

6.5 Each agenda of GFC will include a Question Period scheduled for one half-hour in length.

- a. Question period is comprised of both written questions and, time permitting, questions from the floor.
- b. The Chair will rule on whether a question from the floor can be answered expeditiously; if not, it will be referred to the appropriate officer for response at the next meeting.
- c. No debate is to be permitted of either the question or the response. Members who have submitted questions will be permitted to ask one or more supplementary questions, after which other members of GFC will have the same opportunity.

Approval Route:

GFC Executive Committee – April 3, 2023 - For recommendation
General Faculties Council – April 17, 2023 - For final approval

Supplementary Notes / Context:

GFC Executive Committee holds delegated authority from GFC to recommend on procedures for GFC and considered this Notice of Motion at their April 3, 2023 meeting. A majority of members voted against the proposal, and asked to provide comments to GFC on the discussion points informing their decision.

Member of Executive Committee considered:

- That GFC meeting agendas were full and that Executive Committee needed flexibility schedule a shorter question period when required to leave enough time to discuss agenda items;
- The work of an *ad hoc* Governance and Procedural Review Committee struck by GFC Executive Committee and made up of GFC members who recommended that a requirement to include 30 minutes for question period was not necessary;
- The 2021-2022 consultations with GFC on the proposed changes and the GFC approval of the change in March 2022;



ITEM NO. 11

- Executive Committee's challenges in providing for discussion and deliberation when the agenda allowed for only 90 minutes; and
- That extending the meeting was not equitable and should be avoided.

It is moved that rule 6.5 of GFC's "Meeting Procedural Rules" be revised as follows:

6.5 Each agenda of GFC ~~and its standing committees~~ will include a Question Period scheduled for one half-hour in length.

- a. Question period is comprised of both written questions and, time permitting, questions from the floor.
- b. The Chair will rule on whether a question from the floor can be answered expeditiously; if not, it will be referred to the appropriate officer for response at the next meeting.
- c. No debate is to be permitted of either the question or the response. Members who have submitted questions will be permitted to ask one or more supplementary questions, after which other members of GFC will have the same opportunity.

ITEM NO.12**Decision** **Discussion** **Information**

ITEM OBJECTIVE: On November 14, 2022, elected Academic Staff member Carolyn Sale made a Notice of Motion as per section 8.7 of the GFC Meeting Procedural Rules. The motion being brought forward is to appoint additional full-time academic staff to have them constitute at least 51% of the membership of the General Faculties Council.

DATE	April 17, 2023
TO	General Faculties Council
RESPONSIBLE PORTFOLIO	General Faculties Council

MOTION:

That full-time academic staff shall constitute at least 51% of the membership of the General Faculties Council.

That to accomplish this for the immediate future, GFC shall appoint an additional thirty-eight (38) members of academic staff in full-time positions to the General Faculties Council for three year terms starting 1 July 2023.

That the procedure for these appointments shall be as follows:

- There shall be an open call to full-time members of the academic staff to stand for appointment to GFC under section 25 of the Post-secondary Learning Act.
- If more than thirty-eight members of the full-time academic staff agree to stand for appointment to GFC, those standing for appointment shall be elected by the members of the academic staff, with the names of the thirty-eight members receiving the highest number of votes being put forward to GFC for appointment to GFC.

That future appointments of academic staff under section 25 of the Post-secondary Learning Act to maintain a composition of GFC in which academic staff constitute at least 51% of GFC shall be made by the same procedure.

EXECUTIVE SUMMARY:

See attachment 1.

Section 25 of the *Post-Secondary Learning Act* states that members of the general faculties council referred to in section 23(a), (b), and (c) shall appoint the members referred to in section 23 (d) from the staff and students of the university, in the number and for the terms of office that the elected and student members and persons who are member by virtue of their offices determine.

GOVERNANCE OUTLINE

Supporting Materials:

Attachment 1 – C Sale – GFC Composition – GFC

Attachment 2 – C Sale – Comparators

Attachment 3 – GFC Executive Committee – Letters submitted by student members of GFC Executive from the Students’ Union and the Graduate Students’ Association

Attachment 4 – GFC Executive Committee – Documentation from the GFC Executive Sub-Committee on Governance and Procedural Oversight (GPO)

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

SCHEDULE A:**Approval Route:**

GFC Executive Committee – April 3, 2023 - For recommendation

General Faculties Council – April 17, 2023 - For final approval

Supplementary Notes / Context:

GFC Executive Committee holds delegated authority from GFC to recommend on changes to terms of reference and considered this Notice of Motion at their April 3, 2023 meeting. Members were unanimous in voting against the proposal, and asked to provide comments to GFC on the discussion points informing their decision.

Members of Executive Committee considered:

- The opposition of student members of Executive Committee and the letters of support submitted for their consideration by the UA Students’ Union and the Graduate Students’ Association;
- The desire to maintain and uphold the student voice at General Faculties Council;
- The considerable work of the Executive Subcommittee on Governance and Procedural Oversight who is currently reviewing the GFC terms of reference and have not determined a clear path forward; and
- That the parity of students and elected academic staff was a unique and time tested feature of the University of Alberta governance system and a strength of the University.

Members of GFC Executive Committee recommend that GFC vote down this proposal.

**Proposal for the Addition of Academic Staff Members
to the General Faculties Council**

C. Sale (elected representative for Faculty of Arts)

This is a proposal for the addition of thirty-eight (38) full-time continuing members of the academic staff to the membership of the General Faculties Council.

The General Faculties Council is the University of Alberta’s senior academic governance body. Under the *Postsecondary Learning Act*, it is, subject to the authority of the Board, “responsible for the academic affairs” of the University.

Since the beginning of the twentieth century, universities have been founded on the principle of collegial governance. That principle cannot be realized at the University of Alberta unless academic staff constitute a majority membership of its senior academic governance body, the General Faculties Council.

Academic staff currently constitute only 39% of the membership of GFC (62 out of 160 voting members).

The composition of our closest comparator, the General Faculties Council of the University of Calgary, is what is appropriate for the university’s senior academic governance body. At Calgary, academic staff constitute 54% of the membership of the General Faculties Council.

COMPARATOR CHART

GFC Composition: Comparison with the University of Calgary’s General Faculties Council

	% Academic Staff	Ex Officio* (23a + 23d)	Academic Staff (23b + 23d) + Librarians	Students	Staff (Non-Academic + MAPs)	Other	Total (Voting Members)
Calgary	54%	27	58	17	2	2	107
UAlberta	39%	32	62	58	5	1	158

Proposal for Addition of Academic Staff Members to GFC

For GFC's meeting of 17 April 2023

SOME BACKGROUND

Under section 24.2(a) of the *Post-secondary Learning Act*, Faculties elect “twice as many” academic staff to the General Faculties Council as the number of *ex officio* members stipulated under section 23.a of the *Act*:

The general faculties council from time to time (a) shall establish the total number of elected members to be on the general faculties council, which shall be twice the number of persons who are members of the general faculties council by virtue of their offices . . .

GFC also includes, as appointees under section 23.d of the *Act*, other members who serve by virtue of their office. These include the President of St. Joseph’s and the Principal of St. Stephen’s, who were appointed to GFC in 2019 (21 October 2019), and the three College Deans, appointed to GFC in 2021 (20 September 2021).

When these additional academic administrators were appointed to GFC, there was no inclusion of additional members of the academic staff. As a result, the proportion of members of the academic staff serving on GFC, which was already too low as a result of decisions taken a half-century ago, has dropped further over the last few years.

DETAILED PROPOSAL

GFC’s composition currently includes fifty-two (52) academic staff members as statutory members and ten (10) academic staff members as appointed members, for a total representation of academic staff on GFC of sixty-two (62) members. With that representation, 62 out of a total of 160 voting members, academic staff representation on GFC is only 39%.

For academic staff to constitute a majority membership of the General Faculties Council, an additional thirty-eight (38) members of the academic staff would need to be elected to serve on GFC. Total membership of GFC would rise to one hundred and ninety-eight (198) voting members, with one hundred (100) of these members being members of the academic staff.

The additional academic staff members of the General Faculties Council would be elected for three-year terms from Faculties as appointed members of GFC under the same procedures for electing academic staff members who are statutory members of GFC.

Proposal for Addition of Academic Staff Members to GFC

For GFC's meeting of 17 April 2023

MOTION

That full-time academic staff shall constitute at least 51% of the membership of the General Faculties Council.

That to accomplish this for the immediate future, GFC shall appoint an additional thirty-eight (38) members of academic staff in full-time positions to the General Faculties Council for three-year terms starting 1 July 2023.

That the procedure for these appointments shall be as follows:

- There shall be an open call to full-time members of the academic staff to stand for appointment to GFC under section 25 of the *Post-secondary Learning Act*.
- If more than thirty-eight members of the full-time academic staff agree to stand for appointment to GFC, those standing for appointment shall be elected by the members of the academic staff, with the names of the thirty-eight members receiving the highest number of votes being put forward to GFC for appointment to GFC.

That future appointments of academic staff under section 25 of the Post-secondary Learning Act to maintain a composition of GFC in which academic staff constitute at least 51% of GFC shall be made by the same procedure.

2003 cP-19.5 s24;2018 c19 s11

Additional members

25 The members of the general faculties council referred to in section 23(a), (b) and (c) shall **appoint** the members referred to in section 23(d) from the staff and students of the university, in the number and for the terms of office that the elected and student members and persons who are members by virtue of their offices determine.

2003 cP-19.5 s25;2018 c19 s12



Graduate Students' Association

University of Alberta

Dear Statutory Members of GFC,

I write to you today to address the pivotal motion put before you on April 17th, concerning the composition of GFC. As the Chair of the GSA Caucus on GFC, I implore you to vote against the motion to add an additional 38 academic members to the council. Having represented graduate students for the past three years, one as GSA VP Academic and two as a GSA Councilor, I have witnessed firsthand the significant value that students bring to the rich discussions and debates that take place in GFC. The democratic structure of GFC has given me confidence that my voice will be taken seriously, and it is a source of pride to be a student in a university that values the opinions of its students to such a degree. If academic staff becomes the majority on the council, the participation of students will become ineffective, and it will diminish the motivation of students to make their voices heard.

The value that students bring to the council is exemplified in the passing of the "Graduate Supervisory Guidelines." This was the result of hard work and collaboration between graduate students and faculty, providing that student leaders have direct experience in the conflicts that graduate students face with their supervisors. It is difficult to imagine that GFC trusted the voices of students more than half a decade ago, yet today, with access to more information than ever before, students are about to lose that voting right while they can make a more solid decision-making process. In an era where fewer individuals are willing to pursue graduate studies, it is crucial to listen to the students and understand why this is the case.

At the University of Alberta, we pride ourselves on effective democracy, an attribute that sets us apart from our peers in U15. It gave me confidence and a sense of value when GFC EXEC voted unanimously against the motion. It is my sincere request that you follow EXEC's recommendation and vote unanimously in the best interest of the university by preserving the students' voices and not depriving the university of its greatest asset.

Thank you for your attention and understanding.

Sincerely,

Bishoi Aziz
Graduate Students' Association Vice-President Academic

To the statutory members of GFC —

On April 17, you will face an important decision that will either uphold or diminish the unique way that students participate at our University. I would ask that you vote against the motion to add 38 additional academic staff to GFC, and stay true to the principled stance that we chose over fifty years ago.

In 1971, as the culmination of years of work toward democratizing the University of Alberta, GFC made an important decision that has shaped how we prioritize representation: "No constituent group should be large enough to carry a vote in GFC without the support of a 'substantial' number of members of constituent groups." This statement of principle has protected collegial and democratic values at our university ever since. It has ensured that stakeholders have a fair voice at the table in a way that often does not happen elsewhere. This uniqueness is a strength, not a flaw.

Over my three years as a member of GFC, I have always appreciated that the University of Alberta has stayed true to those principles by making space for meaningful stakeholder representation. That decision made it possible for students like me to be so much more than a tokenized voice, but valued community members who can respectfully offer their perspectives, give unique context to difficult choices, and inform our shared direction. When students have a fair vote, we feel a deep responsibility to work collegially and respect the decisions that GFC reaches together.

All too often, students at other institutions are sidelined and tokenized, a wasted opportunity for everyone. At the University of Alberta, our approach has given students a unique experiential learning opportunity that shapes future leaders who value collegiality and collaboration. Our system has built more informed students who are deeply invested in the future of a world-class institution. As part of a dynamic governance community, student representatives have contributed to major initiatives like the development of SPOT and sexual violence policy reform. All of this stems from students having a meaningful vote at GFC.

While this motion to give academic staff an effective majority does not reduce the number of students on GFC, it does diminish our voice — and many other voices — by proportion. I ask GFC to reaffirm its commitment to its longstanding principles and uphold the democratic values that make our University special.

Sincerely,



Abner Monteiro
President, University of Alberta Students' Union

Table 1- U of A Headcount and FTE as of Oct 1, 2022 (Excluding Student Employees and Excluded Academic)

			2022-23	
			October	
Employee Group	Staff Association Description	Staff Agreement	Headcount	Employee FTE
Employee	Assoc. of Acad Staff UofA	Academic Teaching Staff	967	656.4
		Administrative Prof Off	424	421.8
		Faculty	1,944	1,930.8
		Faculty Service Off	92	90.9
		Librarian	58	58.0
		Temp Lib Admin and Prof Staff	78	70.8
		Trust Research Academic Staff	430	414.9
		Total	3,974	3,643.6
	Excluded	Excluded Management	354	350.1
		Excluded Support	18	16.3
		Total	372	366.4
	Non Academic Staff Assoc	NASA	5,623	4,247.0
	Post-Doctoral Fellows	Post-Doctoral Fellows	538	530.6
	Grand Total			10,432

Table 2 - Student Fall 2022 Headcount (Excluding Medical and Dental Residents)

Student (as of Dec 1, 2022)	Undergraduate	34,608
	Graduate	8,408

Approved Feb 3, 1971

APPENDIX A

REPORT OF THE

AD HOC COMMITTEE ON STUDENT REPRESENTATION ON THE
GENERAL FACULTIES COUNCILI. Constitution and Terms of Reference

At its meeting of June 4, 1969, the General Faculty Council, (now the General Faculties Council), agreed to set up an ad hoc Committee to bring forward recommendations concerning increased student representation on the General Faculties Council and its committees. In September 1969 the Committee was constituted with the following membership: President M. Wyman (Chairman); Dean H.T. Coutts, Professors D.T. Anderson and J.J. Delehanty; Miss E. Law and Mr. D. Leadbeater (Students' Union); Mr. R.A. Watson (Graduate Students' Association).

II. Meetings

The Committee met formally six times between October 1969, and August 1970. The views of the Non-Academic Staff Association were presented to the third meeting by a deputation consisting of Mr. P. Arnold, Mr. R.M.Scott and Mr. O. Wood. Before the fifth meeting in April, the Students' Union decided to withdraw its members from the Committee, and the Committee agreed to Mr. G. Kuschminder acting as an observer. A sixth meeting, in August, 1970, was held to hear a delegation of students, including Z. Melkvi and O. Grainger (Graduate Students' Association), and G. Kuschminder, T. Peach, D. Hendrickson and T. Christian (Students' Union).

III. Procedures and Assumptions

Early in its deliberations, the Committee decided upon the following procedures.

(1) It would consider the composition of G.F.C. itself, and attempt to establish certain general principles, before turning to the question of student participation in G.F.C. committees.

(2) In discussing the composition of G.F.C., it would first attempt to state principles by means of which a composition of G.F.C. could be determined.

(3) It would then attempt to show how this composition could be implemented within the terms of the existing Universities Act.

(4) It would leave any consideration of changes in The Universities Act to G.F.C. as outside the Committee's terms of reference.

The Committee also made the following basic assumptions.

(1) Students are a constituent part of The University and not mere clients of it.

(2) Implicit in the Committee's terms of reference is a desire on the part of the present G.F.C. to give students more "meaningful" representation on G.F.C.

(3) By more "meaningful" representation would be meant representation that made possible a wide coverage of student viewpoints and a greater voting weight.

IV. Background

With the proclamation of the Universities Act of 1966, changes took place in the governing structures of the Universities in Alberta. In the first place, although the concept of a Board of Governors as an ultimate authority was retained, the wide powers of delegation of authority given to the Board of Governors, and its actual use of these powers of delegation, resulted in the General Faculties Council becoming the major decision-making body within the University structure. In the second place, the reconstitution of the General Faculties Council to ensure a two to one ratio between elected members of the academic staff and administration officers reflected the philosophy of 1966, that the "academic staff" was the "University". In this connection, it is interesting to recall that the major argument for the present composition of the General Faculties Council was the "democratization" of the University.

In the opinion of the Committee, the philosophy mentioned above is no longer generally acceptable, and certainly the present governing structure of the University does not approximate the ideas of students concerning a "democratic" university.

Although student representation on the General Faculties Council came into existence with the proclamation of the Universities Act of 1966, a membership of three students among a total membership of 79 must be considered as a token representation, without the authority or voting strength to influence the important decisions the General Faculties Council must make.

A great deal has been written recently, both pro and con, about student participation in the governing bodies of universities, most of it pure rhetoric or polemic with little or no evidence on the basis of which the validity of the statements could be tested. There is, however, considerable evidence to support the belief that a move towards a "meaningful" student representation on the governing bodies of universities is inevitable and imminent.

During the past year, indeed, many proposals have been advanced to change the governing structures of universities to give a meaningful voice to students, and some of them have already been adopted. For example, the University of Toronto has recommended a radical change in the Universities Act of Ontario to provide for a widely representative and unicameral governing body.

Of the eleven proposals considered by the University of Toronto, that recommended, and the number two choice, are outlined below:

<u>Constituents</u>	<u>Recommended</u>	<u>Second Choice</u>
Faculty	21	18
Students	14	18
Public	14	10
Alumni	10	10
Support Staff	6	7
President	1	1
President's Appointees	3	4
Academic Administrators	3	-
Total	72	68

FEB 22/71

MAR 24/71

An example of a university with a governing body made up entirely of staff and students is provided by the University of New Haven, whose major decision-making group now consists of the following:

<u>Constituents</u>	<u>Numbers</u>
Academic Staff (elected)	30
Students (elected)	30
Administration officers	<u>12</u>
Total	<u>72</u>

For purposes of comparison, the present composition of The General Faculties Council of The University of Alberta is given below.

<u>Constituents</u>	<u>Numbers</u>
Ex-officio administration officers	24
Academic staff elected by faculties	48
Students named by the Students' Union	2
Students named by Graduate Students' Association	1
Staff member named by Academic Staff Association	1
Provost	1
Representative of Summer Session and Evening Credit Program	1
Representative of Non-Academic Staff Association	<u>1</u>
Total	<u>79</u>

Clearly the elected members of the academic staff hold a working majority of the membership in General Faculties Council, and, as mentioned before, this is in accord with the fundamental concept involved in the definition of a "democratic" university as of 1966. Since that time, the need to redefine this term seems to have been generally conceded, and the Committee accordingly places before G.F.C. for its consideration the following recommendations as to guiding principles, composition of membership, and election of members.

V. Recommended Guiding Principles

1. As long as the two-tiered governing structure exists at the University of Alberta, the membership on G.F.C. should come from within the University Community.

2. With the wide powers which have been delegated to it by the Board of Governors, G.F.C. should continue to be the major decision-making body within the University structure.

3. Every member of G.F.C. is charged with the responsibility of examining issues before the Council and voting as he or she judges fit on such issues. No member of G.F.C., no matter how he or she gains membership on this Council, is an instructed delegate, and no member of G.F.C. can be impeached.

4. Although the Committee feels that the possibility is remote that any issue will ever arise which will polarize one group within the University against another, the following constituent groups should be recognized as having independent claims for membership on G.F.C.

FEB 22/71

MAR 24/71

- (1) Academic Staff
- (2) Undergraduate Students
- (3) Graduate Students
- (4) Non-Academic Staff
- (5) Administration officers
- (6) A.A.S.U.A.
- (7) Students' Union
- (8) Graduate Students' Association
- (9) Non-Academic Staff Association

5. The importance of the academic staff to this University should be recognized by ensuring that no other constituent group has a membership on G.F.C. larger than that assigned to the academic staff.

6. No constituent group should be large enough to carry a vote in G.F.C. without the support of a "substantial" number of members of other constituent groups. (What the Committee considers to be a "substantial" number is explained below.)

7. The number of ex-officio members of G.F.C. is determined by the Universities Act to be 24, and the number of members of the Academic Staff to be at least 48. This latter number should remain at 48 (exclusive of the one member of the academic staff named by the A.A.S.U.A.).

8. Staff and student associations should name representatives to G.F.C. as follows:

<u>Constituents</u>	<u>Numbers</u>
(1) A.A.S.U.A.	1
(2) Students' Union	2*
(3) Graduate Students' Association	1*
(4) Non-Academic Staff Association	1
Total	5

*Currently required by The Universities Act.

9. The Non-Academic Staff Association agrees with the Committee that the non-academic staff of the University should elect two members at large to G.F.C. (There is, however, a disagreement between the Non-Academic Staff association and the Committee on the method of electing these members. The Committee would give the franchise to all members of the non-academic staff; the N.A.S.A. would restrict it to its own membership.)

10. Student members of G.F.C. should be elected on a basis that is proportional to the number of students registered in the various faculties and schools.

11. A quorum for G.F.C. should be one-third of the total membership.

Note (1) In attempting to determine what might be deemed a "substantial" number under Principle 6 above, the Committee reasoned as follows:

(a) If the non-academic staff were granted three statutory places on G.F.C., the total membership would rise to 81, of whom 49 would be members of the academic staff constituent group. This would give that group an absolute voting majority. To prevent this happening, it would be necessary to raise the total membership to at least 99, an increase of 18. If the 18 places were to be assigned to students, their membership would rise to 21,

FEB 22/71

MAR 24/71

but the academic staff constituent group would theoretically still need only one vote from another group to carry a motion. One vote cannot be considered a "substantial" number.

(b) The largest number of places that could be assigned to students would be 46, raising their total to 49, or parity with that of the academic staff (See Principle 5 above). The membership of G.F.C. would then be 127. Under such circumstances, either group would theoretically require 15 votes (or about 20% of the remaining voting strength of G.F.C.) from other constituent groups to carry a motion. The Committee would call such a percentage "substantial", and would recommend its adoption.

Note (2) The Committee recommends the raising of the representation of the student constituent group to parity with that of the academic staff rather than to some arbitrary figure between 21 and 49 for the reasons advanced above, but also to make "reasonable" representation possible. It is felt that there should be one graduate student representative for each of the faculty areas where a considerable amount of graduate work is conducted, and proportional representation of members of the Students' Union across the various faculties and schools, with none having less than one representative.

Composition of the General Faculties Council

The recommended composition of the expanded General Faculties Council is shown on the accompanying chart.

RECOMMENDED COMPOSITION OF THE GENERAL FACULTIES COUNCIL

	Ex- Officio	Ele- cted	Appo- inted	Under- Graduate Students	Graduate Students	Non- Academic Staff
Agriculture	1	3	-	1	1	-
Arts	1	13	-	6	1	-
Bus. Admin & Comm.	1	1	-	2	1	-
Dentistry	1	1	-	1	1	-
Dental Hygiene	1	-	-	1	-	-
Education	1	6	-	8	1	-
Engineering	1	3	-	3	1	-
Extension	1	-	-	-	-	-
Graduate Studies	1	-	-	-	-	-
Household Economics	1	1	-	1	-	-
Law	1	1	-	1	-	-
Library Science	1	-	-	1	-	-
Library	1	-	-	-	-	-
Medicine	1	5	-	1	1	-
Nursing	1	1	-	1	-	-
Pharmacy	1	1	-	1	1	-
Physical Education	1	1	-	1	1	-
Rehab. Medicine	1	1	-	1	-	-
Science	1	10	-	6	1	-
President's Office	4	-	-	-	-	-
Registrar	1	-	-	-	-	-

Summer Session and ECP	-	-	1	-	-	-
Students' Union	-	-	2	-	-	-
Graduate Students' Assoc.	-	-	1	-	-	-
A.A.S.U.A.	-	-	1	-	-	-
Non-Ac. Staff Assoc.	-	-	1	-	-	-
Provost	-	-	1	-	-	-
Non-Academic Staff	-	-	-	-	-	2
	24	48	7	36	10	2 = 127

RECOMMENDED METHOD OF ELECTION OF MEMBERS TO THE GENERAL FACULTIES COUNCIL

The Committee feels that a faculty or school is the smallest unit with which an undergraduate student can normally be identified. On this basis, the following recommendations are made:

1. The distribution of 36 undergraduate student members among the faculties and schools should be determined on a basis that is proportionate to the number of full-time students in that faculty or school, with the proviso that each faculty or school should always have at least one member on G.F.C.

2. Every student who is registered in a particular faculty or school, and who is a member of the Students' Union, should be eligible to vote in the election of undergraduate student members of G.F.C. for that faculty or school.

3. The election of undergraduate student members of G.F.C. should be conducted by the Students' Union.

4. Every graduate student whose work is connected with a department in a particular faculty or school is eligible to vote in the election of the graduate student member of G.F.C. for that faculty or school.

5. The election of graduate student members of G.F.C. should be conducted by the Graduate Students' Association.

Note (1) It should be noted that the Students' Union made a suggestion to the Committee that all members of the Council of the Students' Union should also be members of G.F.C. Although this would cause no difficulty with respect to numbers because there happen to be 36 members of the Council, the Committee feels that this would not be a wise principle to adopt. The Committee believes that the student body should be free to elect any student of their choice to membership on G.F.C., and an obligation to serve also on the Council of the Students' Union should not be imposed on students interested in the work of G.F.C. If students are interested in such a two-fold obligation, they should be free to run in the election for both positions.

Note (2) The Committee was also aware of the possible disadvantages inherent in a much enlarged G.F.C., but felt that other considerations, including urgency, outweighed them at this time.

M. Wyman, Chairman for the Committee
D.T. Anderson.
H.T. Coutts.
J.J. Delehanty.
R.A. Watson.

September 23, 1970

Comparator Data

Alberta Research University General Faculties Councils & Select U15 Academic Senates

University of Alberta GFC

	Total	Academic	Ex Officio	Students	Proportion of Academic Staff to total membership
PSLA ¹	81	52	26	3	64%
UAlberta with appointed members ²	158	62	33	58	39%

¹*Composition if UAlberta strictly adhered to the requirements in the Post-Secondary Learning Act &*

²*Current composition with additional appointed members*

Composition of Alberta Universities

Collected from University websites

	Total	Academic	Ex Officio	Students	Proportion of Academic Staff to total membership
Athabasca University	62	26	13	3	42%
University of Calgary	110	60	27	17	55%
University of Lethbridge	72	43	18	13	60%

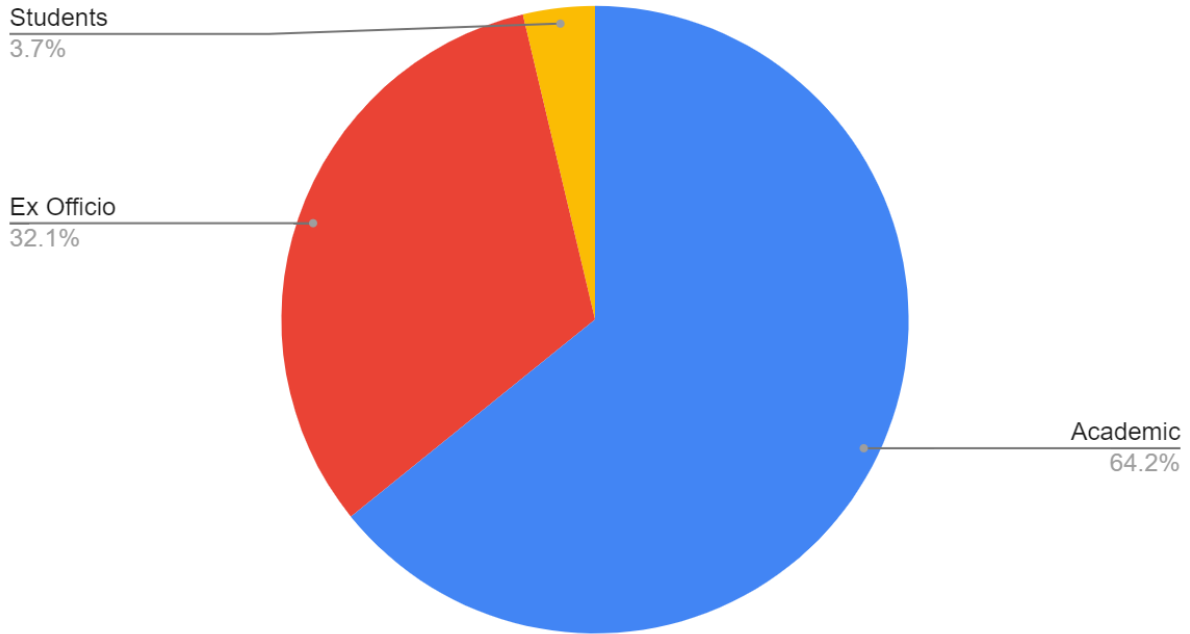
Composition of Select U15 Comparators

Data submitted through survey of governance colleagues

	Total	Academic	Ex Officio	Students	Proportion of Academic Staff to total membership
Alberta University for the Arts	31	18	11	2	58%
Brock University	72	39	25	8	54%
University of British Columbia	87	41	17	19	47%
Cape Breton University	54	29	16	9	54%
Carleton University	83	42	22	17	51%
Memorial University	91	52	26	13	57%
Nippising University	58	43	9	6	74%
Ontario Tech	46	24	16	6	52%
Queen's University	68	36	15	17	53%
University of Manitoba	135	82	24	29	61%
University of Saskatchewan	121	54	30	21	45%
University of Toronto (Academic Board)	115	48	51	16	42%
University of Waterloo	92	46	32	14	50%
University of Windsor	86	45	27	14	52%
Wilfred Laurier University	83	42	28	8	51%
York University	169	101	40	28	60%

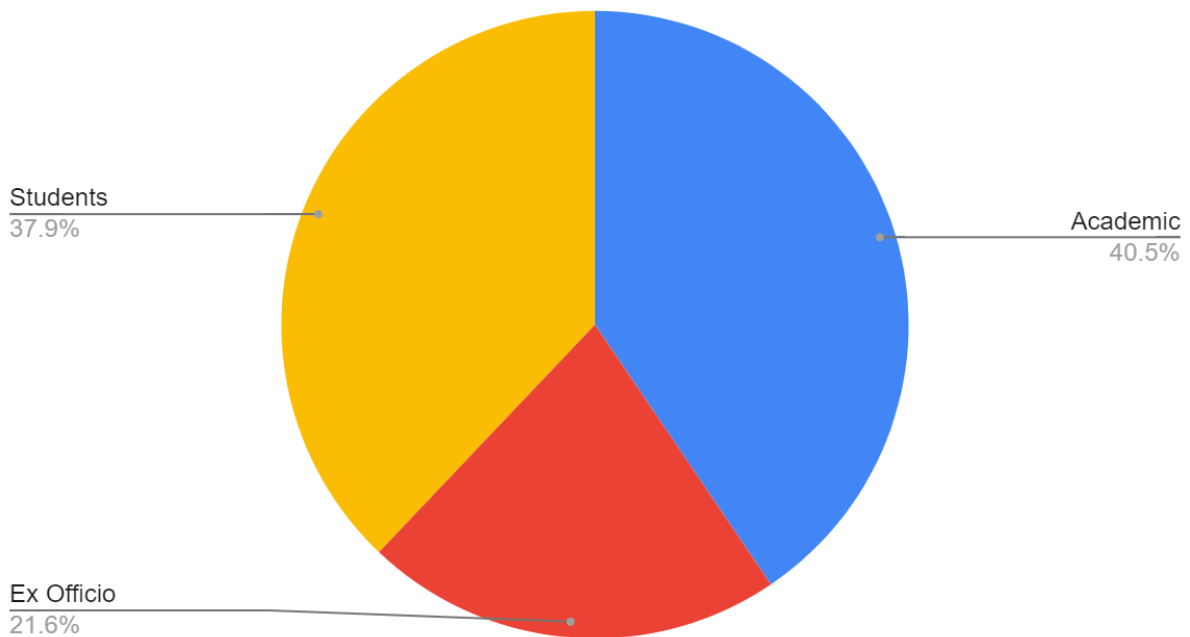
Required Composition of University of Alberta (UA) General Faculties Council (GFC)
Based on Statutory Requirements set out in the *Post-Secondary Learning Act* (PSLA)

PSLA



Current Composition of UA GFC
Including additional appointed members

UAlberta with appointed members



Question from GFC Elected Student Member Abdul Abbasi on Student Supports

What plans does the University of Alberta have in place to support undergraduate students from the Augustana campus in light of the increasing tuition fees?

This is especially crucial given that domestic undergraduate students will experience a 5.5% tuition hike, while incoming international undergraduate students will face an increase of almost 6.5% in the 2023-2024 academic year. Augustana has the highest percentage of international students (18.9%) of any faculty on campus, making this a significant concern for U of A undergraduate students based in Camrose, who will be impacted in a unique way compared to their counterparts elsewhere on campus.

The plans should aim to alleviate travel costs associated with attending classes, and the use of facilities like student health, mental health and sexual violence resources, as well as resources offered by DOS and UASU.

Response from Verna Yiu, Interim Provost and Vice-President (Academic)

Thank you for your questions.

The University of Alberta is committed to crafting and delivering an exceptional student experience for all of our students, including those studying in Camrose at Augustana. To that end, we are proud to be co-sponsoring the development of a new [Student Experience Action Plan](#) with our students. I encourage all students to participate in the consultation process on that plan to inform the nature of that commitment, how the University can deliver on that commitment, and how we will know we are successful.

With regards to those services that are funded by Mandatory Non-Instructional Fees (MNIFs) - like health services, sexual violence resources, and other services offered by the Dean of Students - in addition to the services available in Camrose, we are pleased to be able to provide many of those services virtually to ensure full access for students studying in Camrose. Through our consultation process on MNIFs this year, we heard a strong desire from students for those virtual services to be maintained and enhanced, and we have been able to work with student leaders to agree on a revised MNIF structure that ensures those virtual services and resources will continue.

For students in financial need, the University is committed to providing a robust system of financial supports. The recently-approved tuition proposals include an additional \$2M of funding for need-based student financial supports for both domestic and international students. More information on how to access those services and supports can be found on the [Financial Support and Advising Website](#).

Question from GFC Elected Academic Staff Member Carolyn Sale on Tuition

1. When was tuition first introduced at the University of Alberta?
2. Does any of the historical documentation for the introduction of tuition state the reasons for which tuition was introduced? If so, what was the stated rationale?
3. What were the \$ amount of tuition at the time of its introduction?
4. What percentage of the total costs of a student's education did these amounts represent?

Response from the Office of the Provost

According to a 1953 article about the early history of the University of Alberta found [here](#), tuition was charged to students upon the University's opening in September, 1908, with instructional fees of \$20/session for students in Arts and \$40/session for students in applied science. The article details the evolution of tuition levels through the early decades of the University's history.

In advance of the GFC meeting, we were not able to locate any stated rationale for the introduction of tuition nor an answer to the question of what percentage of total costs of a student's education these amounts represent.

Question from GFC Elected Academic Staff/Appointed Member on Smoking on Campus

History - March 2018 the motion below was passed by GFC, following a lot of discussion.

A working group (WG) was created in follow up on this and create policies, after the motion was passed. This WG with internal and external stakeholders ran over 3 years.

June 2019 - A GFC member from the Faculty of Engineering requested follow up from the provost's office

April 2022 - upon asking, Philp Stack noted there was as yet no written policy.

As more and more Canadian universities look at health on campus, it is important that there is a written policy for the University of Alberta, especially as we strive to be the pre-eminent university in Alberta.

Note that the Senate formed a group to discuss this (under Dr. Louis Francescutti - 2005/2006). NAIT passed a policy on cigarette smoking 15 years prior to the initial vote of March 2018, and Grant MacEwan 12 years prior to this. It is time.

Question - Is there a written policy for the University of Alberta as far as cigarette smoking?

Response from Andrew Sharman, Vice-President (Facilities and Operations)

- There is currently no University policy with respect to smoking on university properties/lands. We currently rely on municipal government bylaws which we are supposed to comply with as a minimum or exceed.
- As a result of the GFC motion highlighted in the above question, extensive work was completed. A Clean Air Working Group (with a wide range of members) was established, to develop a set of recommendations in response to the GFC request. Work included wide ranging consultations/discussions with students, faculty, staff, the Board Audit & Risk Committee, Student Councils, GFC (Feb 22, and June 7, 2021), GFC Exec (Jan 11 and Sep 13, 2021), a campus wide survey of all stakeholder groups as well as conducting a public survey.
- On September 13, 2021, a final recommendation was taken to GFC Exec for inclusion in the September 20, 2021 GFC meeting that included the motion: "THAT the General Faculties Council recommend that the Board of Governors adopt a smoke-free campus policy that would prohibit smoking and vaping of all products on all campuses effective September 1, 2022 excepting provisions for ceremonial use". GFC Exec decided not to include this motion on the GFC agenda because they did not feel it was ready for decision.
- As GFC (through GFC Exec) already has a recommendation, Administration would be willing to take that recommendation back to GFC Executive to have placed on a future

GENERAL FACULTIES COUNCIL
For the Meeting of April 17, 2023

Item No. 13.3

GFC agenda for recommendation to the Board of Governors for approval with an associated UAPPOL policy.



Decision Discussion Information

ITEM OBJECTIVE: The item is before GFC to review and provide input on a preliminary draft of the University Strategic Plan, before it is submitted for endorsement in May.

DATE	April 17, 2023
TO	General Faculties Council
RESPONSIBLE PORTFOLIO	Provost & Vice-President (Academic)

EXECUTIVE SUMMARY:

The University Strategic Plan (USP) process was launched to the university community with a town hall on November 2.

The USP process is guided by a Steering Committee, chaired by the Interim Provost & Vice-President (Academic). The Steering Committee includes broad representation from across the university, including college and faculty deans, faculty members, staff, and students.

Membership is available [here](#).

Consultation overview

Informed by a robust [environmental scan](#), the first phase of consultation took place over November-December 2022. This phase was intended to engage the university community as broadly as possible to gather input and identify high-level themes for further development.

In the second phase of consultation, the Steering Committee administered targeted surveys to allow for deeper engagement on key themes. Follow-up discussions occurred at the Board/GFC/Senate summit in January and the Board Strategy Session in February.

“What We Heard”

In February, the Steering Committee released a “What We Heard” consultation summary document, and conducted additional consultation to validate themes and provide input on major topics. Key themes from this feedback include:

- There was significant interest in seeing a stronger emphasis on our people as the foundational focus of the plan.
- There was recognition of the importance and potential benefits of enrolment growth, but this should be addressed in the context of our broader educational aspirations, including quality, student experience, and consideration of resources and sustainability.
- Many acknowledged the importance of increasing research impact and articulating priorities for investment, but also noted the importance of maintaining breadth and continuing to support niche areas of research and teaching.
- In general, the community has expressed that the overall framing of the plan should focus on our impact, and strike a balance between our local context and our global reach.

GOVERNANCE OUTLINE



ITEM NO. 14

- Community members provided extensive input on the importance of seeing themselves and their perceived contributions reflected in the strategic plan.

Preliminary draft University Strategic Plan (USP)

Attachment one provides a preliminary draft of the proposed USP. Input on the preliminary draft is requested.

The draft will be released to the community for feedback in mid-April.

The Steering Committee will review input and submit a final draft for endorsement by GFC and the Board in the May/June cycle.

An implementation plan will be developed in the next academic year, identifying specific initiatives, timelines, and indicators.

Discussion questions

All input on the draft plan is welcome. Input on the following questions is particularly requested:

1. Does the draft articulate the right ambitions to engage and inspire our community and position our university for long-term success?
2. How should we be thinking about demonstrating success – how will we know if we have achieved the plan’s goals?
3. Do you have any other advice/feedback on the plan’s narrative, themes, or goals?

Risks

The university is expected to face both risks and substantial social and demographic change over the next decade. The strategic plan will provide overall directional guidance to the university as it anticipates and responds to risk and change. As a complex organization, successfully navigating future risks will require engaging the whole of the university community to gather insights and generate enthusiasm for our shared aspirations.

Opportunities

As the university continues to implement its new operating model and prepares to respond to emerging opportunities, the strategic plan will be instrumental in helping us to build and then deliver on a shared vision for the institution’s future.

Supporting Materials:

1. University Strategic Plan: preliminary draft

Leading with Purpose

University of Alberta
Strategic Plan 2023-2033

DRAFT

April 5, 2023

The University of Alberta, its buildings, labs and research stations are primarily located on the territory of the Néhiyaw (Cree), Niitsitapi (Blackfoot), Métis, Nakoda (Stoney), Dene, Haudenosaunee (Iroquois) and Anishinaabe (Ojibway/ Saulteaux), lands that are now known as part of Treaties 6, 7 and 8 and homeland of the Métis. The University of Alberta respects the sovereignty, lands, histories, languages, knowledge systems and cultures of all First Nations, Métis and Inuit nations.

A university with transformational impact, grounded in relationships.

Founded in 1908 as Alberta's flagship university, the University of Alberta has grown into one of the world's great public universities.

Our mission is to advance education and research to the benefit of Alberta and beyond. We prepare new generations of thinkers, builders and leaders who will help our province thrive into the future. And we do so with a fundamental commitment to truth and reconciliation, walking together with First Nations, Métis, and Inuit communities.

We are a university with a global reach – one that's a magnet for ambitious students, expert staff, and talented faculty who are world leaders in their fields. Our global standing strengthens our University's capacity to make new discoveries and contributions to our province and country. And it has made a University of Alberta degree recognized worldwide for exceptional quality. We educate global citizens who contribute to Alberta, Canada, and the world.

*Insert callout / visual element
Major milestones in the University of
Alberta's development/history that
stand out for uniqueness.*

*Insert callout highlighting Braiding
Past, Present, and Future as a
foundation integrated into our strategic
plan*

Now, in a rapidly changing environment, we must adapt to the opportunities and challenges we face.

Over the past three years, the University of Alberta has undertaken a bold transformation, building a new academic structure that transcends traditional disciplinary boundaries. We stand ready for the future: to accelerate collaboration across disciplines, focused on collective priorities; to educate students to solve problems and collaborate for real-world impact; to embrace partnership, collaboration, and community like never before. Going forward, we are guided by the shared aspirations that our community has expressed, and we seek to build on that transformation.

As our society and institutions undergo a period of significant change, it is more important than ever that we adapt to apply our extraordinary disciplinary strengths to more complex and interconnected challenges than ever before. As we build on our proud legacy, we know that we can and must do things differently.

Through our high-impact research and innovation, we can help solve the complex challenges confronting communities here and around the world. Through our exceptional instruction, we produce graduates who fuel new possibilities for our province and the world. But we cannot achieve any of this in isolation. In a profoundly interdependent world, we need to embody connection and relationship in all that we do.

We strive to be a place of change makers, community builders, and world shapers – an academy that has **lasting, transformational impacts on people's lives.**

To lead, we have to walk together.

Leading with Purpose outlines our bold, deliberate path forward.

This plan is informed by deep engagement within and beyond our university community. While engaging our faculty, staff, students, partners, and communities, we heard powerful aspirations. We heard a desire to focus more directly on our areas of strongest research excellence and greatest impact. We heard aspirations to build on our strengths to foster exceptional education for the coming decades. We heard the need to expand our enrolment to meet the needs of a diverse and growing province. We heard the need to continue to deepen and live out our commitments to Indigenization. And we heard a desire to move forward as one university, emboldened by our new structure and committed to equity, diversity, and inclusion.

Informed by these aspirations, this plan outlines our path forward for the next 10 years to the benefit of Albertans, Canadians and the world at large.

Fulfilling our purpose.

To fully realize our ambition, we will align our resources more purposefully: in how we foster **education** and grow our university, how we pursue impactful **research**, and how we undertake **engagement** to lead within the broader community.

This will enhance our ability to meet our community's expectations of us ...

Producing knowledge and discoveries that are widely recognized and celebrated...

Delivering superior education that prepares graduates to succeed in their careers...

Embedding our Indigenous commitments and reconciliation into the fabric of the university...

Serving as an inclusive place where diverse ways of knowing and doing come together to foster exploration and expression...

Generating knowledge and innovations that will power society and the economy...

In these ways and more, we will markedly improve quality of life for Albertans, Canadians and the world at large.

And in so doing, we will more boldly take our place as **one of the world's leading comprehensive public research universities**.

People are our greatest strength:

Our talented faculty, staff, and students represent the critical foundation for our University's past achievements and our future ambitions.

If we are serious about making lasting, meaningful impacts on people's lives, we must take deliberate steps to ensure we support the people of our University and create a culture where everyone can achieve their full potential.

This means being an institution where faculty, staff, and students want to be, where they feel they can develop professionally and personally, and access the support they need to succeed.

It means being an institution where many different perspectives are valued and where we genuinely integrate into decision-making.

And it means being an institution where the health, well-being and flourishing of faculty, staff, and students underpin the implementation of this University Strategic Plan – in every initiative, of every size.

As we undertake investments and initiatives to support the people of our University, we will embed several key commitments. These go to the heart of how we relate to and value people – and as such, they will find expression across all of the things we do and decisions we make as a university.

- **Indigenization and decolonization.** We incorporate Indigenous identities, languages, cultures and worldviews across the University. This includes working to dismantle systemic barriers and celebrating the diversity, strength, complexity, resilience and beauty of Indigenous Peoples, cultures, languages and knowledge systems. The University's Indigenous Strategic Plan, *Braiding Past, Present, and Future*, is a crucial foundation for our next decade.
- **Equity, diversity and inclusion.** We work to achieve a more diverse, equitable, accessible and inclusive environment for all who work, learn, and live within our community. We value academic freedom and welcome and celebrate a diversity of perspectives and experiences.
- **Sustainability.** We strive to be an institution that is sustainable because we know the well-being of our people depends on our long-term viability. We lead through the prudent stewardship of resources in research and education as well as in administration, and we demonstrate leadership in stewarding our environment and the lands on which we reside.
- **Creativity.** We embrace opportunities to innovate to make things better for people. While coming together as One University to reach new heights, we break down barriers, transform systems, and remain flexible to create the conditions that support our students, faculty, and staff to flourish.

- **Collaboration.** We succeed by working together, within and beyond the University, and across traditional boundaries. We prize relationships, and we create opportunities for mutual benefit. We celebrate each other’s achievements and help each other to thrive.

Our plan

Our north star is *impact*.

The following plan sets out a comprehensive vision for the University of Alberta’s next decade. It is anchored in the three core areas of our mandate: education, research, and community engagement. The plan builds on their enduring and essential value and sets out how we will innovate and evolve to achieve even greater impact.

These areas of our work are deeply interconnected.

Research is integral to our teaching and learning – we build our programs around deep research expertise, and leading-edge faculty introduce students to the challenges at the forefront of their disciplines. And research is how we give back to community, transforming knowledge into impact.

Our students are fundamentally integrated into research and innovation as they conduct research, work in labs, translate knowledge for application, and form vital links to the community. Growing our enrolment empowers us to expand research while better serving the communities who rely on the University of Alberta to provide education and create opportunity.

We interweave community engagement throughout our education and research programs. It is the source of strength for our research – through partnerships and mutually beneficial collaboration. Community engagement is fundamentally embedded in how we educate and grow. It is how and why we do what we do: alongside the communities we serve.

Insert visual element - interconnection of research, education and community, with Our People as a linking element across the three

Education with Purpose

Our university community is united in its commitment to our educational mission. We recognize the need to evolve to meet student and community needs into the future. We have also heard that we need to expand to meet the needs of a young and rapidly growing province – and that we need to do so deliberately and sustainably.

Today's students expect their university degrees to represent more than an accumulation of course credits. They want to be meaningfully prepared for the professional and personal goals they will pursue, with the benefit of learning experiences that are embedded in the realities of today's world and the uncertainties of tomorrow's. They want to be global citizens who make a tangible impact on Alberta, Canada, and the world.

Our University can set itself apart in responding to these expectations by purposefully evolving how we build, structure, and deliver programs of study.

Evolving programs and teaching for the future

The potential of our University's college structure will be unlocked as we develop new and innovative programs that transcend traditional disciplinary boundaries. We will **develop and expand innovative programs in high-demand, high-impact areas** that build on our disciplinary strengths. **All programs will meaningfully integrate our commitments reflected in *Braiding Past, Present and Future*.** We will embed Indigenous ways of knowing, incorporate thoughtful community engagement and community-based learning, and design and deliver programs in ways that support and value Indigenous research.

We must also **embed our commitments to equity, diversity and inclusion** to ensure programs are inclusive of diverse student needs and backgrounds through many aspects of barrier-free access. This will better position our graduates to lead in new and emerging fields and to benefit from multi-disciplinary knowledge that reflects changes in our society, economy and environment.

Emerging technology presents a transformational opportunity in some fields, and we will apply the considerable technological expertise of our faculty and staff to enhance teaching in all programs. We will support enrolment growth and improve student access by **thoughtfully integrating hybrid and online delivery with in-person programs** so that students seeking flexibility can pursue their degrees through **an intentional blend of online, hybrid and in-person courses**, based on their needs and program goals.

While the majority of our students will continue to learn in-person, we will also **develop a portfolio of leading online courses and programs in areas of distinct strength**, allowing us to serve remote learners, working professionals, and students with different accessibility needs at a level of quality befitting our standing.

We will **remain a leader in experiential and work-integrated learning** to ensure that our students not only graduate with future-ready skills but also make an impact in our community through the outstanding work our students do.

We also recognize that students increasingly want to access education throughout their lives and careers, particularly as community and industry needs evolve. We will thoughtfully **leverage our depth in continuing education to support a wider range of credentials and pathways into the university** while also engaging closely with learners and employers to understand their goals. To this end, we will build a responsible and responsive portfolio of continuing education that helps support the ongoing development of Albertans and Canadians.

Expanding to meet the needs of a growing province:

As we deliver education with purpose, we will address demand through growth.

Alberta is a young province and the number of Albertans aged 18-24 is projected to grow by more than 20 percent by 2030 and will continue growing well into the 2030s. In part because Alberta's post-secondary system lacks sufficient capacity, an estimated 14,000 university students leave the province each year to study elsewhere, a number larger than in any other province in Canada. We are losing far too many talented Alberta high school graduates to other provinces.

Call-out box - graphical illustration of demographic projection

As Alberta's flagship university, we embrace our role in serving a growing province and welcome the opportunity to expand to meet Alberta's needs. If undertaken thoughtfully, enrolment growth represents an opportunity for us to serve the aspirations of Alberta students better, to furnish the province with a stronger future-ready workforce, to enhance access, and to foster a more diverse and dynamic student body across all our campuses. At a time when university education will be in more demand than ever before, we embrace the opportunity to grow to serve the province.

Expanding **access for Indigenous students will be paramount** in our growth planning, and we will maintain and establish pathways and supports to ensure they can succeed. We will continue to grow Indigenous enrolment through such supports and through sustained engagement with communities across the province and Canada. We will explore institutional partnerships that foster accessible program pathways, support students to access the courses they need to enter university, and increase the availability of community-relevant learning opportunities (like experiential learning embedded in communities).

Through enriched dialogue with the public, private and non-profit sectors, we will develop a clearer and more comprehensive understanding of how we can best serve growing enrolment to support our growing province – and, through growth, to expand our complement of graduate researchers and faculty, to increase our research impact. In collaboration with key partners and with the right conditions in place, **we will carefully pursue opportunities for growth.**

We also recognize and embrace the importance of international students, who contribute so much to enrich the learning environment here in Alberta – and so many of whom remain in the province upon graduating to build their lives and careers, contributing to an ever more diverse and dynamic economy and society. We are educating global citizens and will **foster opportunities for all students to interact with peers from other countries and have an international experience as part of their studies.**

We will also take deliberate steps to **ensure students have exceptional experiences.** Informed by the perspectives of current and recent students, we will pursue initiatives to develop campus environments that support belonging, learning, wellness and personal growth. We are committed to meeting the needs of our increasingly diverse student body. This includes developing and providing a range of programming and services to address health needs, embrace diversity, provide leadership opportunities, enable social engagement and foster inclusion. We will work to become a leading example in accessibility, addressing systemic ableism and celebrating our diversity. We will provide dedicated and appropriate support to help Indigenous students thrive. We commit to ensuring **that everyone who chooses the U of A will feel included and valued.**

Call-out box - Overview of student body composition based on student demographic census (to be added when census is released, prior to final version)

This commitment also includes **optimizing existing campus infrastructure, where funding is available, as we grow** to provide 21st-century learning environments and accessible spaces to meet recreational, emotional, spiritual, educational and other needs.

What success will look like under Education with Purpose:

- Strategic enrolment growth that enables us to expand our access, our community impact, and our research profile
- Increased Indigenous student enrolment, greater representation of students from other equity-denied groups, and a vibrant and diverse international student body
- An outstanding student experience within an inclusive environment, bolstered by effective supports and reflected in high rates of student completion
- Innovative, multi-disciplinary programs of study that prepare graduates to enjoy thriving careers, and that meaningfully embed our commitments to Indigenization
- Launch of a portfolio of leading online courses and programs in areas of distinct strength, and appropriate integration of virtual learning modalities in our face-to-face offerings
- Outstanding experiential, work-integrated, and global learning that prepare all students to succeed in employment and to have positive impacts in community

Potential Key Indicators

[NOTE: Indicators to be validated through consultation; targets to be set through implementation planning]

Total enrolment and total Indigenous enrolment: headcount enrolment (undergraduate and graduate)

Preliminary target: 50,000 total headcount by fall 2026; 60,000 total headcount by fall 2030 (contingent on provincial funding support)

Student completion rate: Percentage of students who complete their degree within the designated period (four years for undergraduate, five years for Master's, nine years for PhD)

Preliminary target: TBD in conjunction with comparator benchmarking

Graduate employment rate: Percentage of students employed in a field related to their studies two years post-graduation (Graduate Outcomes Survey)

Preliminary target: >90%, with performance benchmarked against other Alberta PSIs

Experiential learning: Students completing experiential learning as part of their program (National Survey of Student Experience)

Benchmarked against U15

Student satisfaction: Overall student-reported satisfaction (National Survey of Student Experience)

Benchmarked against U15

Research with Purpose

Research is a cornerstone of our identity. Examples drawn from various disciplines and sectors testify to the global, national and local impact achieved through our research, innovation and creative activities.

In the 1920s, ground-breaking work by the University of Alberta's Dr. John Collip led to the life-changing discovery of insulin. When John Mcleod and Frederick Banting won the 1923 Nobel Prize, Mcleod shared his award with Dr. Collip – a testament to the global significance of that work. A century later, the U of A is celebrating Nobel laureate Dr. Michael Houghton, who was awarded the 2020 Nobel Prize for his discovery of the Hepatitis C virus. We are a **recognized global leader in health, disease prevention and life-course approaches to care and well-being.**

Quantifying Research Strengths and Successes

- *\$200M+ in funding for Precision Health, intelligent medical devices, therapeutics, and women and children's health research*
- *Top 10 university globally for energy systems research*
- *Top 3 globally for AI and machine learning research for more than 30 years*
- *Leading innovation in smart and digital agriculture and driving cellular agriculture research*
- *\$24M for research in health and well-being of Indigenous communities and environments*
- *Top 11 global leader in achieving the UN's Sustainable Development Goals*

Around that same time, U of A scientists and engineers were instrumental in developing ways to separate oil from sand, giving rise to an entirely new economic sector for Alberta. Today our **deep and renowned expertise in energy and climate change** has taken on new significance in the face of the global climate emergency and the need for innovative solutions for stable, reliable and sustainable energy sources

Benefiting from the first computing science department in the country, researchers at our institution have made remarkable strides in artificial intelligence and machine learning, such that **our university is now a world leader in AI research.**

When blackleg disease threatened to destroy Canada's multibillion-dollar canola industry in the 1990s, U of A researchers again rose to the challenge to create the blackleg-resistant Quantum canola strain that helped save an industry and propelled canola to becoming the country's most valuable crop. The U of A's **national and global leadership in sustainable agriculture, food security, and animal science** continues to create solutions for resilient food systems that benefit individuals, enterprises, and communities.

Home to Canada's first Faculty of Native Studies, the **U of A is honoured to house generations of leaders and experts in Indigenous research, community engagement, and relationships.** From half a century's worth of education and research in Indigenous Teacher Education to the Indigenous-led and place-based research unfolding through the Ārramāt Project, research and innovation at the U of A reflect opportunities to build meaningful and respectful relationships and engage with First Nations, Inuit, and Métis peoples.

And our university is a hub for discourse and action on migration, race, intersectionality, decolonization, and poverty. Our researchers achieve critical impact in areas ranging from housing policy and policing to equity in education and refugee settlement, **advancing transformative approaches to addressing social disparities in the 21st century.**

Priority Research Areas for Maximum Impact

These examples speak to the proud legacy of high-impact research and creativity across a wide range of disciplines at the U of A—and to the legacy of translating discovery into innovation with impact. These accomplishments are underpinned by the extraordinary and often unsung contributions of staff, students, and post-doctoral fellows.

Today, the U of A's deep disciplinary knowledge is needed more than ever. Many of the challenges we face are global in scale, but they have distinct local impacts. To address them requires deep engagement in our own context but also a global perspective founded on partnership and collaboration with researchers worldwide – global reach with transformational impact at home.

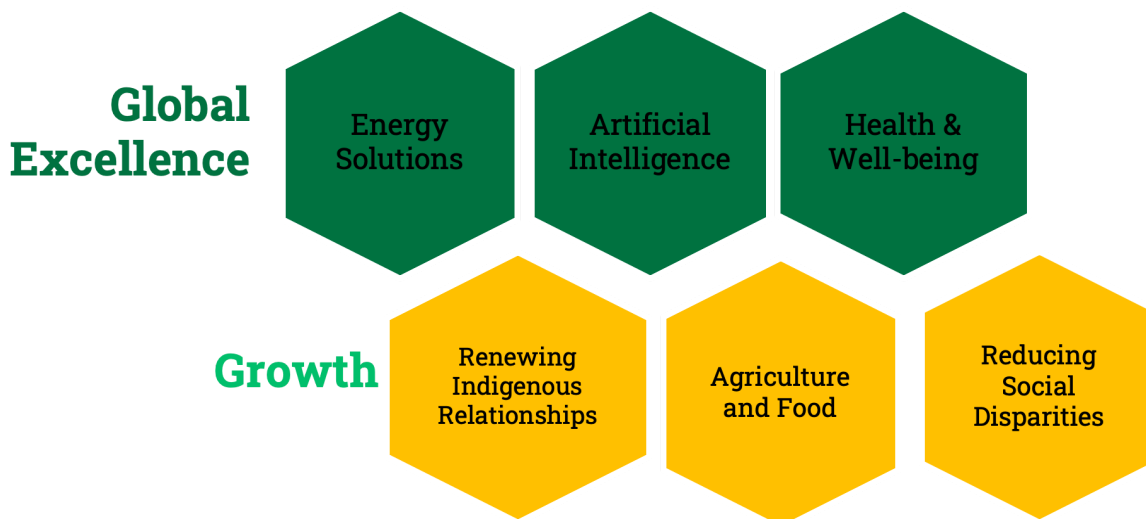
Our Global Reach and Aspirational Goal

The U of A holds more than 700 agreements and partnerships with governments, universities, and other organizations in 80+ countries, including low-to-middle income countries.

We aim to become one of the top 50 internationally ranked research universities by 2033.

Solutions to these questions require us to leverage our bold new academic structure to enable collaboration across disciplines at a whole new scale, bringing together disparate expertise around shared problems for the benefit of Alberta and the world.

This means advancing high-impact research and innovation across all disciplines while further strengthening what we are best known for within a bold new structure. **In parallel to this strategic plan, a *Strategic Plan for Research and Innovation* is currently being drafted with the broad engagement of our research community.** That work has identified the importance of **defining our priority areas to enhance capacity and multidisciplinary collaboration.** These include **areas of Global Excellence**, where our university has already demonstrated its internationally ranked institutional strength over the past many years; **and areas reflecting Growth**, where we are making major contributions and have the potential to reach global significance in the next ten years.



Source: Strategic Plan for Research & Innovation

Energy Solutions	Energy systems, resilience and climate change mitigation
Artificial Intelligence	Artificial intelligence, machine learning and data science
Health and Well-being	Health, disease prevention and life-course approaches to care and well-being
Renewing Indigenous Relationships	Indigenous research, community engagement and relationships
Agriculture and Food	Sustainable agriculture, food security and animal science
Reducing Social Disparities	Transformative approaches to social disparities in the 21 st century

In conjunction with a more dynamic and collaborative academic structure, we can make focused, long-term investments in these areas of excellence to foster transformational achievements. We will sustain and increase our investments in the research areas where we have already achieved global recognition, knowing that these are the areas where we are having the greatest research impact worldwide. We will also strategically invest in areas of existing strength that have the potential for global impact in the next ten years.

Setting priorities in the Strategic Plan for Research and Innovation does not exclude other areas of scholarly research activity. Instead the goal is to identify areas that highlight significant research and innovation opportunities for our university, and to simultaneously support institutional growth in research and creative activities across all disciplines.

A Global Research and Innovation Leader

We stand among the world's top research universities, distinguishing ourselves through our work in areas of global excellence and emerging strength.

We aim to become one of the top three ranked U15 Canadian universities in annual sponsored revenue by 2033...

...and increase annual sponsored research revenue from \$550M to \$650 million over 5 years.

Each of these areas requires us to bring together knowledge and perspectives from across the university. Through the college structure our organization is better equipped to do so than ever before.

Mobilizing Research, Innovation and Creativity for Maximum Impact

We will undertake deliberate initiatives to **reinforce and enhance our University's overall research, innovation and creative climate**. We will increase our overall success in attracting external research funds and diversify revenues to allow us to invest deliberately to build on our areas of excellence over the long term. We will also examine ways to incentivize and reward all forms of research, innovation, entrepreneurship and creative work to promote greater impact.

We will **embed our commitments under *Braiding Past, Present and Future: Indigenous Strategic Plan* and our commitments to equity, diversity and inclusion in the way we conceive, design and conduct**

research. Our practices must reflect our commitments to inclusion and the importance of genuine community engagement and participation.

International partnerships underpin our research and innovation success. Addressing global challenges requires global collaboration. Through

partnerships with international researchers and institutions, we can amplify our world-leading strengths and achieve transformational impacts for Alberta and the world. And we can grow our profile as a leading research institution, enhancing our ability to attract outstanding talent and innovation to Alberta to bolster our social and economic future.

We will continue to attract and retain leading researchers in their fields, while **developing the next generation of research leaders** by increasing and supporting our graduate students and post-doctoral fellows. This work includes actively **identifying, nurturing and welcoming researchers from historically underrepresented and equity-denied groups**, which will better position our academy to explore issues from a broader lens.

We will also pursue strategic investments to **ensure our high-impact researchers benefit from high-impact research spaces and supports** – including expert staff. We will ensure our impressive array of research facilities, equipment, collections, and resources benefits research and creative activities across all disciplines while supporting our areas of research excellence. We will build the capacity to support and incentivize community-based research.

The result will be an environment that empowers our university's talented researchers and innovators to secure funding, enter into partnerships, engage with communities, capitalize on research opportunities, and undertake impactful work.

Our Research and Innovation Ambition

The U of A is a leader of knowledge creation, inspiring solutions to complex challenges of local, provincial, national, and global importance through creativity, research, innovation, and higher education.

We aim to increase large-scale, multidisciplinary research initiatives that stimulate community engaged research and impact.

What success will look like under Research with Purpose:

NOTE: PRIORITIES STEM FROM THE STRATEGIC PLAN FOR RESEARCH AND INNOVATION UNDER PARALLEL DEVELOPMENT AND VALIDATION

- Leadership of large-scale, multidisciplinary research initiatives that stimulate community-engaged research and impact
- A substantially increased share of Tri-Council and other sponsored research funding nationally
- Demonstrably embedding Indigenous community engagement and valuing Indigenous ways of knowing across our research practices
- Increased representation and research success among researchers from historically underrepresented groups
- Enhanced, highly useful and seamless supports for researchers and innovators
- An increase in the number research publications with high impact, reflected in citations, changes in practice and policy, and other forms of community impact
- Spinoff companies that bring new products and services to the world
- Innovative and flexible research spaces
- Innovations contributing to addressing major social, economic and environmental challenges

Potential Key Indicators

International Ranking: the University of Alberta's overall standing in international rankings of research universities

Preliminary target: among the 50 internationally ranked research universities by 2033

U15 Sponsored Research Ranking: ranking within the U15 in annual sponsored revenue

Preliminary target: top three by 2033.

Annual Sponsored Research Revenue: total annual sponsored research revenue from all sources

Preliminary target: increase from \$550M to \$650 million by 2028

Engagement with Purpose

We have heard from our community that the University of Alberta is a major source of pride for the province and a valued partner. And we have heard opportunities to strengthen our relationships in new and different ways: by becoming more accessible, embracing our role as convener and leader, and deepening our engagement and partnership with Indigenous communities.

Visual elements to highlight:

- *Indigenous community partnerships*
- *Economic impact*
- *Social outreach activities (e.g. Humanities 101)*

We know our University has an outsized role in the life of this province. In 2021-2022, the total economic impact of the University of Alberta was estimated at \$19.4 billion, representing roughly five percent of Alberta's GDP. For each dollar invested in our University by the provincial government, we generated almost five dollars in return.

We are an extraordinary contributor to the Edmonton region, enhancing culture, quality of life and economic opportunities while serving as a magnet for talent. Our

alums span all parts of the world and are integral to the social, cultural, and economic fabric of our communities.

Beyond our economic importance, our University has been and continues to be a profound influence on the province's social and cultural development. Through the students, faculty, and staff we welcome, to the research and creative activities we pursue, to the graduates we produce, our University helps connect Alberta to the entire country and the broader world. And we are increasingly recognized worldwide for our outsized impact in advancing shared Sustainable Development Goals.

A unique place in the fabric of our communities

While we are an international university, we always acknowledge and honour the special and unique position we have in this province. As Alberta's flagship, we are part of the fabric of our region and province. Our situation on Treaties 6, 7, and 8 and the homelands of the Métis is fundamental to our identity, and **we are deeply committed to building and sustaining relationships of trust, respect, and mutuality with Indigenous communities.**

We have a role as educators of Indigenous students, as researchers with and for communities, as advocates, and as partners with much to learn. And we are committed to **continuing the journey and taking responsibility for our historical role** in sustaining barriers to Indigenous communities' success. We acknowledge that universities played a role in Canada's colonial history, including through research and teaching that devalued Indigenous worldviews, knowledge, and traditions. And we are committed to addressing this legacy and to holding ourselves accountable for doing so.

Campus Saint-Jean, unique in western Canada, is **at the heart of Alberta's Francophone community and a vital partner in French-language education** across many fields, preparing students for extraordinary careers here and abroad. Augustana Campus in Camrose helps ensure that the University remains **strongly embedded in rural Alberta**, offering students a unique educational experience and training a workforce that will help all Alberta communities thrive.

Our knowledge, networks and expertise can be of deeper and more meaningful service to Albertans. To this end, we will engage with the broader community more purposefully.

A leader and convenor with communities

We will take a leading role in confronting issues of importance to communities across Alberta – such as energizing and diversifying economic development, improving health care delivery, reducing poverty, addressing community safety, and enhancing sustainability. We will **proactively engage with an array of private, public and non-profit partners and with Indigenous communities to identify how our University can best advance the quality of life for all Albertans.**

Through more meaningful dialogue with industry, we will seek to leverage our University's educational and research activities to enrich students' experiences while giving our province a competitive edge. We will **build stronger bridges between our research enterprise and the business community** and **invest purposefully in translating innovation into economic impact.** We will ensure that we understand and respond to the evolving needs of our communities. And we will **incentivize this kind of collaboration** for our researchers and teachers.

Our global connectedness is key to delivering on this commitment. Through international partnerships and engagement, we **bring global knowledge to bear on local challenges and opportunities.** We also help our local partners in industry and community achieve global scale and impact.

Streamlining access for partners and communities

Building on our organizational transformation, we will **streamline access to the university for our current and future partners.** We will be more transparent and facilitate an open door **for those who want to partner with us.** Our leaders and researchers will be visible in the community, engaging with civic and industry organizations at all levels. We will **build capacity for our faculty, staff, and students to do Indigenous community-engaged research.** We will **simplify access for communities to identify their needs and to connect with researchers.** And we will create ways to support and incentivize our people to do that valuable work.

Recognizing that our campuses are major contributors to the cultural fabric of their communities, we will **continue to support access to our facilities, events, and activities for the public.** We will be open, vibrant neighbours, and we will continue to strive to make our

campuses a welcoming, accessible, and inclusive environment. We will embrace and strengthen our role as an inclusive place for Indigenous faculty, staff, students, and community. We will **sustain our strong commitment to a diverse, multi-campus environment, embracing the role that Campus Saint-Jean and Augustana play in their respective communities.** We will create more opportunities for all students to experience education at Campus Saint-Jean and at Augustana. We will ensure that members of all campuses are fully embraced within the university community, reflected in our decision-making.

Our hallmark of success will be the quality of our relationships and their productivity in realizing goals that benefit everyone.

What success will look like under Engagement with Purpose:

- Enhanced relationships and partnerships with First Nations and Métis communities within Alberta
- Deeper integration between our University and the business community, reflected in new partnerships and demonstrable economic impact
- Increase in Indigenous community-engaged research, responsive to community needs
- Higher recognition of our University with national and international audiences
- Leadership on initiatives regarding social and economic development through exercising our role as a broker, facilitator, and convener of diverse stakeholders and interests
- Strategic partnerships, locally and internationally, to contribute to UN Sustainable Development Goals

Potential Key Indicators

[NOTE: Indicators to be validated through consultation; targets to be set through implementation planning]

Impact ranking: University of Alberta's international ranking in advancing Sustainable Development Goals.

Preliminary target: TBD (currently ranked 11th globally)

Relationships with business community: increase in the value of partnerships annually.

Preliminary target: TBD

National and international reputation: various measurement approaches under consideration.

Experiential learning: Students completing experiential learning as part of their program (National Survey of Student Experience) (also noted under Education with Purpose)

Benchmarked against U15

Moving forward

As a leading comprehensive research university, we are excited about tomorrow. The bold transformation undertaken by our institution leads the way for the rest of Canada and positions us to do things fundamentally differently going forward. We are eager to transcend boundaries, create new, more flexible ways of working together, and foster collaboration at a transformational scale.

This plan charts a course for the University of Alberta to rise to the next level in impact and stature. Although rankings are not the only measure of our worth, global aspirations are essential to attracting and retaining outstanding faculty, staff, and students. This plan positions us to become one of the top 3 universities in Canada, and among the top 50 universities in the world.

Emboldened with meaningful purpose, and enriched by talented people, and committed to building a thriving culture, our University is ready to generate maximum impact on the world around us.

But how we get there is essential. We will do so in a spirit of enduring relationship with Indigenous partners and with all the communities we serve, within and beyond the University. Impact is not something we do *for* communities. It is something we achieve *together*.

Delivering on that promise – living up to that purpose – will require diligent and considered actions in line with this strategic plan. These will be identified and pursued through a series of implementation plans that are created alongside students, faculty, staff, partners and supporters of our University. And our implementation work will reflect and integrate *Braiding Past, Present, and Future: Indigenous Strategic Plan*, which provides a roadmap to ensuring our work on Indigenization and decolonization is embedded across the institution.

As we take those next steps together, we are committed to helping solve the world's toughest challenges. We are committed to advancing the education of Albertans to create an inclusive and enterprising province, in partnership with thriving Indigenous communities. And we are committed to improving the quality of life in Alberta, Canada, and beyond – continuing our legacy of uplifting the whole people.

In all we do, we are committed to making a difference as never before.

As one university working together, we are committed to Leading with Purpose.



General Faculties Council Standing Committee Report

GFC Executive Committee

- Since last reporting to GFC, the GFC Executive Committee met on April 3, 2023 and approved an eVote on April 6, 2023.

April 3, 2023

- Items Recommended With Delegated Authority
 - Proposed Revisions to the GFC Executive Committee Terms of Reference and Proposed Deletion of the GFC Policy Manual Section 25
 - Proposed Revisions to the UTAC Terms of Reference
- Items Discussed
 - General Faculties Council Terms of Reference and Replenishment Procedure
 - Proposed Change to GFC Meeting Procedural Rules
 - Proposed Changes to GFC Composition
 - Draft Agenda for the Next Meeting of General Faculties Council

April 6, 2023 eVote

- Items Recommended With Delegated Authority
 - Draft Agenda for the Next Meeting of General Faculties Council

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

https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC_EXEC

Submitted by:

W Flanagan, Chair

GFC Executive Committee



General Faculties Council Standing Committee Report

GFC Programs Committee (PC)

1. Since last reporting to GFC, the GFC Programs Committee met on March 16 and April 13, 2023. The following information is from the March 16 meeting. PC will report on the April 13 meeting in May.

2. Items Approved with Delegated Authority from GFC
 - Course and Minor Program Changes
 - Arts
 - Education
 - Nursing
 - Science
 - FSJ Proposal: Certificat supérieur en sciences de l'éducation
 - Course Exclusions for Exploration Credits Policy, Faculty of Science

3. Items Recommended to GFC
 - Office of the Registrar: Degree Program Regulations, Calendar Effective Date

4. Items Recommended to the Board of Governors
 - FSJ Proposal: Maîtrise en sciences
 - FSJ Proposal: Doctorat Etudes Transdisciplinaires

5. Items Discussed
 - Indigenous Course Requirements – Presentation from Adam Gaudry, Vice Dean of Faculty of Native Studies
 - External Programs for Review and Programs in Progress on Campus: Standing Item

Terms of reference and records of meetings for this committee are available here:

https://www.ualberta.ca/governance/member-zone/gfc-standing-committees/index.html#GFC_PC

Submitted by:

Janice Causgrove Dunn, Chair
GFC Programs Committee

FOR THE GFC MEETING OF APRIL 17, 2023

I am pleased to report on the following highlights of the Board of Governors' Open Session meeting held on March 24, 2023:

REPORT OF THE CHAIR

Board Chair Kate Chisholm acknowledged the many observers attending the open session, noting that she had received a petition with over 2000 signatures and an open letter from students asking the Board of Governors to reject the tuition increases, and thanking the students for their engagement. At the request of the Chair, Calvin Gordon, Graduate Student in the Department of Medical Microbiology & Immunology, provided a learning moment on his research, entitled *Contributions of U of A research to the approval of antiviral drugs in the COVID-19 pandemic*.

REPORT OF THE PRESIDENT

In addition to his written report, President Flanagan provided verbal updates on the January 20, 2023 Joint Summit of the Board of Governors, General Faculties Council, and Senate, focused on the development of the University Strategic Plan and a discussion on the "What We Heard" document, led by Alex Usher, President, Higher Education Strategy Associates, and including an Indigenous learning moment presented by Florence Glanfield, Vice-Provost (Indigenous Programming and Research); the Public Health Response Team, moving into its fourth year of operation, with plans to move to a Level 1 crisis standing in May if public health trends continue; and an update on the search for a University Secretary.

DISCUSSION ITEMS

The Board discussed the following items:

- a briefing from Interim Provost and Vice-President (Academic) Verna Yiu, Vice-President (University Services and Finance) Todd Gilchrist, and Vice-President (Facilities and Operations) Andrew Sharman, on the University of Alberta's 2023-24 Consolidated Budget and its component operating, ancillary, research, capital and special purpose budgets, including revenues and expenses, historical and current provincial grant amounts, tuition and fee proposals, enrolment growth, and an overview of maintenance, repairs, and capital projects;
- a recommendation from General Faculties Council that the Board of Governors reject all proposed tuition increases for the 2023/24 and 2024/25 school years in light of increased financial pressures on students, transmitted by President Flanagan and presented by GFC representative Haruun Ali, who provided examples of the effects of high costs on students and the choices some students have to make to afford tuition;
- the domestic and international tuition proposals, including the effects on students, the need to advocate for more government funding, the accessibility of financial supports, and the efficacy of the international cohort model;
- the College Model Review, presented by Dru Marshall, author of the review and former Provost at the University of Calgary, including next steps for moving the recommendations forward, the relationship between the recommendations and the University Strategic Plan, the importance of addressing culture and morale, and the consultation process for the review; and
- an update on the development of the University Strategic Plan, including the "What We Heard" document and plans for a special meeting of the Board of Governors to consider the draft plan.

BOARD OF GOVERNORS' MOTION SUMMARY

On the recommendation of the Finance and Property Committee and General Faculties Council Academic Planning Committee, the Board of Governors approved:

- the Fall 2023 domestic tuition proposal; Fall 2023 international tuition proposal for students admitted prior to Fall 2020; and the Fall 2024 international tuition proposal for new students, as outlined in the motion; and
- the 2023-24 Consolidated Budget as set forth in the proposal.

On the recommendation of the Finance and Property Committee, the Board of Governors approved the 2023/24 – 2025/26 Capital Plan, as set out in the proposal.

On the recommendation of the Finance and Property Committee and General Faculties Council, the Board of Governors approved the Budget Model Principles, for Budget Model 2.0

The Board received reports from its standing committees, the Chancellor, Alumni Association, Students' Union, Graduate Students' Association, Association of Academic Staff of the University of Alberta, Non-Academic Staff Association, General Faculties Council, and the Board Chair.

Prepared for: Dilini Vethanayagam
GFC Representative on the Board of Governors

By: Erin Plume
Associate Board Secretary

Please note: official minutes from the open session of the March 24, 2023 Board of Governors' meeting will be posted on the [University Governance website](#) once approved by the Board at its June 16, 2023 meeting.



University of Alberta Honorary Degree Nominations

www.ualberta.ca/chancellor-and-senate/honorary-degrees/nominations

What is an [Honorary Degree](#)?

Honorary degrees are intended to honour individuals whose character and whose extraordinary intellectual, artistic or athletic achievements or service to society set a standard of excellence that merits the University's highest honour. In accepting an honorary degree, the recipient also honours the spirit of the University.

Who can be nominated? Who can nominate an individual?

Anyone, including members of the public, can nominate anyone they feel meets the criteria for a University of Alberta Honorary Degree. There are *restrictions* on the nomination of current members of the Board of Governors, the Senate and members of the academic and non-academic staff at the University of Alberta and on current holders of elected office in Canada. Honorary degrees are not conferred posthumously or in absentia.

What are the criteria for an Honorary Degree?

Honorary degrees honour individuals of upstanding character whose contributions are extraordinary and inspirational. Honorary degrees celebrate individuals who have had a transformative impact and who represent diverse backgrounds and fields of endeavour, including:

- Leading academics in all disciplines,
- Creative minds in arts and performance,
- Athletes of extraordinary achievement,
- Public intellectuals and opinion-makers,
- Visionary leaders in the public, private and not-for-profit sectors,
- Contributors of long-standing and exemplary service to the University, and
- Community builders and philanthropists.

How do I nominate someone for a U of A Honorary Degree?

[Complete an Honorary Degree nomination form](#), which includes the following, and submit to the Senate Office:

- Nominee information
- Nominator information
- Summary statement of impact - Max 150 words to summarize the nominee's extraordinary achievements or outstanding service in our community, Alberta, Canada, or the world.
- Reasons for nomination - Max 500 words to outline how the nominee is unique and exceptional. The reasons for nomination answers some or all of the following questions:
- Biographical Summary
- Reference letters - Letters from 3 to 5 informed and distinguished referees offer additional commentary on the achievements and character of the nominee.

How are Honorary Degree Recipients selected?

Under the Post-Secondary Learning Act, the Chancellor may, on the authorization of the Senate, grant an honorary degree on a person. The University of Alberta Senate's Honorary Degrees Committee chooses the honourees. Its membership includes the following: the Chancellor, the President and Vice-Chancellor; the Provost and Vice President (Academic); representatives from the academic community including Deans and Professors; and representatives from the Support Staff, the Alumni Association, the Students' Union, the Graduate Students' Association; and elected and appointed Senators from the community.

When are Honorary Degrees conferred?

Typically, Honorary Degrees are conferred during Convocation ceremonies in June and November. Sometimes, circumstances dictate that a Special Conferral may take place at the discretion of the Office of the Chancellor and Senate and the Office of the Registrar.

Other important information

- [University of Alberta Senate Honorary Degree Principles, Policies, and Procedures](#)
- **CONFIDENTIALITY** - Please do not inform nominees of their nomination. The Office of the Chancellor and Senate and the Honorary Degree Selection Committee maintains strict confidentiality over the selection process.
- Nominators will be contacted about the status of their nomination should the Committee require additional information or when/if the nominee has been scheduled to have an Honorary Degree conferred.
- Nominations are welcome at any time throughout the year. However, for prompt consideration, we recommend submission by the following deadlines:
 - FEBRUARY 15
 - MAY 15
 - AUGUST 15
 - NOVEMBER 15
- Nominations and reference letters may be submitted in *hard copy* to:
Chair, Senate Honorary
Degrees Selection Committee
Office of the Chancellor and Senate
322 Arts and Convocation Hall
University of Alberta
Edmonton, Alberta T6G 2E6

OR in *digital copy* to:

senate@ualberta.ca

The Office of the Chancellor and Senate will acknowledge receipt of submitted nomination, verify the nomination is completed in full, and verify the nominee meets the basic eligibility requirements for a University of Alberta Honorary Degree.

- [Past University of Alberta Honorary Degree Recipients](#)
- [History of Honorary Degrees at the U of A](#)

Questions?

- Contact the Office of the Chancellor and Senate!
senate@ualberta.ca
780.492.2268



Faiza Billo <faizad@ualberta.ca>

Board of Governors' Agenda - Now available

1 message

Kate Peters <peters3@ualberta.ca>

Fri, Mar 17, 2023 at 3:34 PM

Cc: Heather Richholt <richholt@ualberta.ca>, Faiza Billo <faiza.billo@ualberta.ca>

Dear members of General Faculties Council,

At the request of the Chair, I am distributing the [Board of Governors' Open Session Agenda](#) for March 24, 2023.

If you are interested in observing the open session, you may do so in person (Council Chamber (2-100 University Hall) - please email erin.plume@ualberta.ca to let her know) or via the livestream (sign up through this [Google Form](#)).

Thank you,

Kate

Kate Peters | *Pronouns: She/Her/Elle*

Secretary to General Faculties Council (GFC) and Manager, GFC Services

UNIVERSITY OF ALBERTA

University Governance

3-04 South Academic Building (SAB)

Edmonton, AB Canada T6G 2G7

T 780.492.4733 E kate.peters@ualberta.ca



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que nous sommes situés sur le territoire des traités 6, 7 et 8,
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Heather Richholt <richholt@ualberta.ca>

Invitation to Provide Feedback | Recognition of Teaching Policy Suite

2 messages

Kate Peters <peters3@ualberta.ca>

Thu, Mar 23, 2023 at 1:28 PM

Cc: Karsten Mundel <kmundel@ualberta.ca>, Carrie Smith <carrie.smith@ualberta.ca>, Tracy Raivio <traivio@ualberta.ca>, Carley Roth <caroth@ualberta.ca>, - vprovtl <vprov.learning@ualberta.ca>, Heather Richholt <richholt@ualberta.ca>, Faiza Billo <faiza.billo@ualberta.ca>

Please see the message below for your response.

Thank you,
Kate

Dear members of General Faculties Council,

In order for us to begin the important work of implementing the recommendations of the Equity, Diversity and Inclusivity Review of Teaching Awards Working Group within the suite of Awards for Teaching Excellence, significant revisions will need to be made to the existing Policy suite in UAPPOL. We want to ensure we, as a University, intentionally and thoughtfully demonstrate commitment to the 2019 [Strategic Plan for Equity, Diversity, and Inclusivity](#) through formal recognition of: internal teaching, research, and service. In implementation, we also want to ensure consistency with the recommendations of [Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan](#).

The changes to teaching recognition will aim to address and examine systemic inequities inherent throughout the suite of awards at the University of Alberta. The goals of revising the Policy and creating the Procedure are to:

1. expand the Awards for Teaching Excellence Policy to be more inclusive of who, what, and how we recognize teaching at the University of Alberta; specifically:
 - to be inclusive of the wide range of teaching activities at University of Alberta
 - to be inclusive of the diversity of individuals and groups engaged in teaching at University of Alberta
 - to attend to our Institutional values, as outlined in our institutional EDI and Indigenous strategic plans, in how we identify, adjudicate and recognize teaching at the University of Alberta
2. significantly simplify from the current state:
 - to implement one overarching procedure that speaks to general principles drawn from the Review, which would then frame the administrative details about each award that would be published on a website; and
 - to rescind the existing published Procedures of this [Policy](#).

We are seeking your feedback on the Recognition of Teaching Policy as well as a new Recognition of Teaching Procedure, which the GFC [University Teaching Awards Committee](#) most recently worked on during their meeting on March 9.

Moving forward with the proposed suite of changes, will provide sufficient flexibility to make changes to our application processes as we get experience with, for example, shifting away from nomination to applications:

- being ever attentive to whether we are in fact decreasing barriers to application or whether in fact we are inadvertently creating new ones, and
- addressing what previous committee members have mentioned was a challenge for them as they tried to infuse their work with EDI principles.

It is very important to underscore that **we really want to get back to celebrating teaching!** You may want to consider attending the [Festival of Teaching and Learning](#) (May 2 - 4, 2023).

Please send feedback via email to vprov.learning@ualberta.ca by March 29, 2023, so feedback can be incorporated into materials for discussion at UTAC's meeting of March 30.

Thank you to the Council for its engagement in this important work. We would hope this would be in front of the Council for approval at its April 17 meeting.

Sincerely,

Dr. Karsten Mündel

Acting Vice-Provost (Learning Initiatives)

Dr. Carrie Smith

Vice-Provost (Equity, Diversity and Inclusion)

Dr. Tracy Raivio

Associate Dean (Education), College of Natural + Applied Sciences
Chair, GFC University Teaching Awards Committee

Kate Peters <peters3@ualberta.ca>

Thu, Mar 23, 2023 at 2:05 PM

With my apologies, please see the attached documents that should have accompanied the message below.

Kate Peters | *Pronouns: She/Her/Elle*

Secretary to General Faculties Council (GFC) and Manager, GFC Services

2 attachments

 **Awards for Teaching Excellence Policy _ March 9, 2023 DRAFT.pdf**
198K

 **Awards for Teaching Excellence Procedure _ March 9, 2023 DRAFT.pdf**
195K

March 9, 2023 DRAFT

Original Approval Date: May 3, 2010

Most Recent Approval:

Most Recent Editorial Date:

Recognition of Awards for Teaching Excellence Policy

Office of Accountability:	Provost and Vice-President (Academic)
Office of Administrative Responsibility:	Provost and Vice-President (Academic) University Governance
Approver:	General Faculties Council
Scope:	Compliance with University policy extends to all members of the University community.

Overview

The University of Alberta is committed to recognizing, celebrating and learning from the in-powered and empowered teaching practices and pedagogies associated with our institution. Teaching recognition is grounded in the University of Alberta's principles and values, as defined in the Institutional Strategic Plans including: Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan, and the Equity, Diversity and Inclusion Strategic Plan, and the Framework for Effective Teaching outlined in the [Teaching, Learning and Evaluation Policy](#). The University seeks to recognize inclusive teaching that enriches learning experiences, advances knowledge, inspires engaged citizenship, and promotes the public good. Recognition of teaching celebrates and showcases intellectually rewarding educational environments that benefit all members of the University community and are achieved through diverse instructional activities. For example, teaching that takes place in and beyond traditional classroom, studio, laboratory and clinical environments; teaching may also include supervision, mentoring, emotional work, community engagement, Indigenous ways of Knowing, Being and Doing, experiential and work-integrated learning, and leadership. The University of Alberta is committed

to the identification and celebration of creativity and innovation in all stages of knowledge creation and dissemination in an inclusive manner that provides pathways for the recognition of faculty, students, staff, University partners, individuals and communities. The University of Alberta acknowledges that language is ever-evolving and that listing categories of self-identification does not constitute commitment in and of itself. Recognition of teaching by members of the following equity-denied groups is central to this policy, including but not limited to: Indigenous peoples, Black people, and people of colour and non-white people, disabled people and people with disabilities, 2SLGBTQIA+ people, gender diverse people, women, and all those who may contribute to the further diversification of ideas and the University.

Purpose

The purpose of the Recognition of Teaching Policy is to establish a set of principles and practices that guide teaching excellence awards and ensure that they:

- Recognize teaching as a collective and shared effort;
- Incorporate community engagement and Indigenous approaches to teaching;
- Acknowledge the importance of teaching in creating an inclusive and supportive learning environment that values diverse perspectives and experiences;
- Encourage ongoing reflection and growth in teaching practices; and
- Foster an awards culture and a community-wide support for teaching development.

~~To recognize teaching excellence publicly, to publicize such excellence to the University and the wider community, to encourage the pursuit of teaching excellence, and to promote informed discussion of teaching and its improvement at the University of Alberta.~~

Policy

The University of Alberta will honor the teaching of its community members through recognitions that celebrate the diversity of instructors, instructional teams and educational means responsible for student experiences and outcomes. We will uplift Indigenous Ways of Knowing, Being, and Doing; adopt the principles of equity, diversity and inclusivity; and support ongoing reflection, growth, and community building. Regular conferment of awards will be guided by the Recognition of Teaching Procedure. In addition to referencing relevant institutional strategic plans, the recognition and awards will also be grounded in the following principles:

- All My Relations, Decolonization, Indigenization, Indigeneity, Indigenous Ways of Knowing, Being, and Doing, Intersectionality/Confluence, Reconciliation, Self-Determination, Sovereignty, and Strength-Based Approach
- Equity, diversity, and inclusivity, Human Rights, Equality (substantive), Intersectionality, and Accessibility across our people, campuses and disciplines;

- Teaching that enriches learning experiences, advances knowledge, inspires engaged citizenship, and promotes the public good;
- An intellectually rewarding educational environment that benefits all members of the University community; and
- A commitment to creativity and innovation in all stages of knowledge creation and dissemination.

The University of Alberta will recognize the outstanding teaching achievements of **faculty members** and **graduate students** by conferring awards on a regular basis in accord with the associated procedures of this policy.

Definitions

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.	
Faculty Members	Instructors as defined by the eligibility criteria set out in the associated Procedures of this Policy.
Graduate Students	Any student registered in the Faculty of Graduate Studies and Research at the University of Alberta.
All My Relations	Acknowledging the interconnectedness, interdependence, worth and mutual responsibility of all peoples, creatures and lands; a common conceptualization of all things living among Indigenous Peoples; known as wakhokhtowin by the Cree and Métis
Decolonization	Repudiating the racist justifications and dismantling the colonial structures aimed at disenfranchising Indigenous Peoples of their legal, social, cultural, religious and ethnic rights; reclaiming Indigenous identity, language, culture and worldviews
Inclusivity	Validating the value of, and enacting work to provide, equal access to opportunities, resources, experiences and education to those excluded or marginalized from greater access
Indigenization	A process of highlighting and incorporating Indigenous worldviews, knowledge and perspectives into non-Indigenous educational, political and social structures in recognition of exclusion and erasure; celebrating the diversity, strength, complexity, resilience

	and beauty of Indigenous Peoples, cultures, languages and knowledge systems
Indigeneity	Belonging to specific lands and places; the unlimited right to self-identification by Indigenous Peoples
Indigenous Ways of Knowing, Being and Doing	Affirming the validity, diversity, sophistication and beauty of Indigenous understandings, practices and modes of learning from the people, animals and plant nations; acknowledging the holistic viewpoints of Indigenous Peoples that take into account the whole person (mind, body, spirit) and the connection to peoples, lands and living things
Intersectionality/ Confluence	Recognizing the relationship between various constructed categories such as race, gender, sexual orientation, class and all forms of ableism that inform the converging influences of systems of oppression as they occur on Indigenous territory
Reconciliation	The Truth and Reconciliation Commission of Canada (TRC) defines reconciliation as an ongoing process of establishing and maintaining respectful relationships between Indigenous Peoples, the state and non-Indigenous peoples
Self-Determination	The inherent right of Indigenous nations, communities and Peoples to determine their political status and freely pursue economic, educational, social and cultural development
Sovereignty	The inherent right of Indigenous nations, communities and Peoples to autonomy, legitimacy and recognition as self-determining authorities
Strength-Based Approach	A focus on the strengths and competencies of individuals and communities and an acknowledgment of structural barriers in opposition to deficit narratives that perpetuate inequity by assuming deficiencies

Related Links

- [Awards for Faculty Excellence Policy \(UAPPOL\)](#)
- [Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan \(University of Alberta\)](#)

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

If any of the links are broken, please contact uappol@ualberta.ca

Published Procedures of This Policy

- [Recognition of Teaching Procedure \(UAPPOL\) - pending approval](#)
- ~~[Graduate Student Teaching Award Procedure](#)~~
- ~~[Provost's Award for Early Achievement of Excellence in Undergraduate Teaching Procedure](#)~~
- ~~[Rutherford Award for Excellence in Undergraduate Teaching Procedure](#)~~
- ~~[Teaching Unit Award Procedure](#)~~
- ~~[William Hardy Alexander Award for Excellence in Undergraduate Teaching Procedure](#)~~



March 9, 2023 DRAFT

Original Approval Date:

Most Recent Approval:

Most Recent Editorial Date:

Parent Policy: Recognition of Teaching Policy

Recognition of Awards for Teaching Excellence Procedure

Office of Administrative Responsibility:	Provost and Vice-President (Academic)
Approver:	Provost and Vice-President (Academic)
Scope:	Compliance with University policy extends to all members of the University community

Overview

The University of Alberta is committed to Reconciliation with First Peoples and dedicated to promoting equity, diversity, and inclusivity (EDI) principles. The General Faculties Council (GFC) has established a standing committee to select award winners through processes that uphold these values as reflected in the procedures for the adjudication of teaching excellence awards. Valuing Indigenous Ways of Knowing, Being, and Doing and adopting EDI principles and practices will foster a culture of teaching excellence within the University community.

Purpose

The purpose of the Awards for Teaching Excellence Procedure is to outline the principles and practices for adjudicating awards, by achieving the following objectives:

- Valuing community engagement and Indigenous Ways of Knowing, Being and Doing;
- Working to identify and mitigate or remove cultural, structural and political barriers (for example, barriers that exist for certain equity-denied groups and certain privileges that exist for certain groups);
- Recognizing the significance of mentoring, sponsoring, and supporting award applicants;

- Raising awareness of the awards and celebrating their recipients and achievements;
- Acknowledging the value of emotional labour, community work, educational creativity, and inspiring teaching; and
- Recognizing teaching innovation and leadership.

Through this approach, the University aims to promote excellence in teaching while creating an inclusive and supportive environment that recognizes and values diverse contributions and experiences.

Procedure

1. Application

The Office of the Provost, in consultation with the University Teaching Awards Committee (UTAC), shall establish the application process and publish the application guidelines on a relevant UofA website. The guidelines shall:

- Acknowledge and respect All My Relations; Decolonization; Indigenization; Indigeneity; Indigenous Ways of Knowing, Being and Doing; Intersectionality/Confluence; Reconciliation; Self-Determination; Sovereignty; Strength-Based Approach; and Equity, Diversity and Inclusivity (EDI) principles and practices;
- Allow applicants to account for their labour/mentorship/sponsorship (especially those from equity-denied communities);
- Provide mentorship to applicants;
- Reflect inclusive excellence;
- Remove cultural, structural, and political barriers in order to increase the applicant pool;
- Reduce the potential burden of the application process;
- Include clarifying language and provisions around awards and leaves of absence.

To support the adjudication process, the committee will refer to application packages, which will list a set of criteria for each teaching award and an indication of how many of those criteria are to be addressed in a successful application. The applications will be accepted in a variety of modalities.:

Note: Translation costs will be covered by the University in support of languages other than English.

2. Adjudication

The adjudication process will acknowledge and respect Indigenous Ways of Knowing, Being and Doing and EDI. The guidelines for adjudication will:

- Consider all eligible applicants;
- Ensure that adjudicating committees are
 - Diverse and
 - Trained on best adjudication practices with a particular emphasis on Indigenization; Reconciliation; and Equity, Diversity and Inclusivity
- Develop equitable and objective criteria to assess the work of faculty and instructors,

including those from equity-denied groups, taking into account any systemic barriers or challenges that they may face; and

- Provide for consideration of Maternity and other leaves to ensure that applicants who have taken leave are not unfairly disadvantaged in the adjudication process.

By considering these factors, the University can ensure that the adjudication process is inclusive, diverse, and equitable, and that all eligible applicants are evaluated fairly based on their achievements and contributions to teaching excellence.

3. Celebration / Communication

[To be added]

Definitions

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.	
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Indigenization	A process of highlighting and incorporating Indigenous worldviews, knowledge and perspectives into non-Indigenous educational, political and social structures in recognition of exclusion and erasure; celebrating the diversity, strength, complexity, resilience and beauty of Indigenous Peoples, cultures, languages and knowledge systems
Indigeneity	Belonging to specific lands and places; the unlimited right to self-identification by Indigenous Peoples

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Strength-Based Approach	A focus on the strengths and competencies of individuals and communities and an acknowledgment of structural barriers in opposition to deficit narratives that perpetuate inequity by assuming deficiencies

Related Links

- [Recruitment Policy \(Appendix A\) Definition and Categories of Academic Staff and Colleagues](#) (UAPPOL)
- [Post-Secondary Learning Act](#) (Government of Alberta)
- [University Teaching Awards Committee \(UTAC\) Terms of Reference](#) (University of Alberta)
- [Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan](#) (University of Alberta)
- [Strategic Plan for Equity, Diversity, and Inclusivity](#) (University of Alberta)

If any of the links are broken, please contact uappol@ualberta.ca



Heather Richholt <richholt@ualberta.ca>

Request for Feedback - GFC Terms of Reference

Kate Peters <peters3@ualberta.ca>

Wed, Mar 22, 2023 at 10:12 AM

Cc: Heather Richholt <richholt@ualberta.ca>, Faiza Billo <faiza.billo@ualberta.ca>

Dear Members of General Faculties Council (GFC),

I am writing on behalf of the Chair of the Executive Sub-Committee on Governance and Procedural Oversight (Exec GPO), Jerine Pegg, to ask that you submit feedback on the GFC Terms of Reference by **Thursday, March 23 at 4:00p.m.** This will allow Exec GPO to consider the feedback at their Monday, March 27 meeting. We are looking for feedback on [GFC Composition](#) and more broadly on the [Terms of reference](#).

Exec GPO is looking for input from GFC through the google form because we had to defer this discussion item from the GFC agenda on Monday. Please note that the item will come back to GFC for discussion at a future date.

Thank you,

Kate

Kate Peters | *Pronouns: She/Her/Elle*

Secretary to General Faculties Council (GFC) and Manager, GFC Services

UNIVERSITY OF ALBERTA

University Governance

3-04 South Academic Building (SAB)

Edmonton, AB Canada T6G 2G7

T 780.492.4733 E kate.peters@ualberta.ca



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Faiza Billo <faizad@ualberta.ca>

TIME SENSITIVE: Action Required - Nomination to present GFC motion to the Board

1 message

Kate Peters <peters3@ualberta.ca>

Wed, Mar 22, 2023 at 2:30 PM

Cc: Heather Richholt <richholt@ualberta.ca>, Faiza Billo <faiza.billo@ualberta.ca>

Dear Members of General Faculties Council (GFC),

At a special meeting of the GFC Executive Committee this afternoon, members discussed the motion passed at Monday's meeting of General Faculties Council to recommend:

"the Board of Governors reject all the tuition hikes proposed for the 23/24 and 24/25 school years in light of increased financial pressures on students".

Executive Committee agreed to nominate Elected Student Member Haruun Ali to present to the Board as per the guidelines set out in the [Communicating Recommendations from General Faculties Council to the Board of Governors](#) document.

If you would like to suggest a different individual for this role, please contact me by tomorrow morning at 8AM.

Please excuse the short timeline, but if there is another nominee, we will need to run an election which would close by noon tomorrow.

If you have any questions about this process please contact me.

Thank you,

Kate

Kate Peters | *Pronouns: She/Her/Elle*

Secretary to General Faculties Council (GFC) and Manager, GFC Services

UNIVERSITY OF ALBERTA

University Governance

3-04 South Academic Building (SAB)

Edmonton, AB Canada T6G 2G7

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Faiza Billo <faizad@ualberta.ca>

Nominee to present GFC motion to the Board

1 message

Kate Peters <peters3@ualberta.ca>

Thu, Mar 23, 2023 at 9:39 AM

Cc: Heather Richholt <richholt@ualberta.ca>, Faiza Billo <faiza.billo@ualberta.ca>

Dear Members of General Faculties Council (GFC),

As per the guidelines set out in the [Communicating Recommendations from General Faculties Council to the Board of Governors](#) document, GFC has nominated elected student member Haruun Ali from the Faculty of Arts to present the attached brief endorsed by the GFC Executive Committee to the Board of Governors at their meeting tomorrow. See the [Board of Governors' Open Session Agenda](#) for March 24, 2023 for further details.

If you are interested in observing the open session, you may do so in person (Council Chamber (2-100 University Hall) - please email erin.plume@ualberta.ca to let her know) or via the livestream (sign up through this [Google Form](#)).

Thank you,

Kate

Kate Peters | *Pronouns: She/Her/Elle*

Secretary to General Faculties Council (GFC) and Manager, GFC Services

UNIVERSITY OF ALBERTA

University Governance

3-04 South Academic Building (SAB)

Edmonton, AB Canada T6G 2G7

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2023-03-20-gfc-recommendation-to-BoG-on-tuition.pdf
211K

Item No. 3.01

**Governance Executive Summary
Discussion Item**

Agenda Title	Recommendation from General Faculties Council that the Board Reject the Tuition Proposals
---------------------	--

Item

Proposed by	General Faculties Council (GFC)
Presenter(s)	TBC, GFC Representative

Details

Office of Administrative Responsibility	General Faculties Council
The Purpose of the Proposal is (<i>please be specific</i>)	To communicate a motion approved by General Faculties Council on March 20, 2023, that “recommends to the Board of Governors that they reject all the tuition hikes proposed for the 23/24 and 24/25 school years in light of increased financial pressures on students”
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>As is noted in the agenda Item 3, the Board of Governors are asked to approve the Tuition Proposals recommended by the Academic Planning Committee and the Board Finance and Property Committee. At the GFC meeting on March 20, 2023, a motion from the floor was added to the agenda to ask that GFC “recommends to the Board of Governors that they reject all the tuition hikes proposed for the 23/24 and 24/25 school years in light of increased financial pressures on students”. The motion passed and the President informed members of GFC that he would transmit the recommendation as required by the Post-Secondary Learning Act Section 26 (2) and that he did not support GFC’s recommendation that the Board reject the tuition proposals.</p> <p>The communication of this recommendation to the Board of Governors aligns with section 3 of the guidelines established by the GFC Executive Committee and the Board Governance Committee in 2021. Communicating Recommendations from General Faculties Council to the Board of Governors (the “Guidelines”) sets out provisions for GFC to communicate recommendations that meet specific criteria to the Board.</p> <p>On March 22, 2023, as per section 3a of the Guidelines, the GFC Executive Committee endorsed materials to accompany the recommendation (attachment 1).</p>
Supplementary Notes / context	

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> • GFC Executive Committee (for discussion) • General Faculties Council (for information)
---	--



Item No. 3.01

Strategic Alignment

Alignment with <i>For the Public Good</i>			
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="1"> <tr> <td> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success </td> </tr> </table>	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
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Legislative Compliance and jurisdiction	Post-secondary Learning Act Section 26(1)o		

Attachment:

1. GFC Executive Committee Brief – GFC Recommendation to the Board of Governors on Tuition (1 page)

Prepared by: Kate Peters, peters3@ualberta.ca, GFC Secretary and Manager of GFC Services

GFC Recommendation that the Board of Governors Reject the Tuition Proposals

Carried Motion:

THAT General Faculties Council recommends to the Board of Governors that they reject all the tuition hikes proposed for the 23/24 and 24/25 school years in light of increased financial pressures on students.

As per GFC Meeting Procedural Rules section 6.3 , an elected GFC undergraduate and graduate student proposed the addition of a motion to the GFC agenda of March 20, 2023. GFC members voted to add the item with the required two-thirds majority and as per the Rules, the Chair determined that it should be placed as a new item 7.

During the presentation on the item, the proponents spoke about the pressures on students to pay increasingly high tuition alongside financial pressures such as high inflation and pandemic related job losses. They spoke about the unprecedented use of the Campus Food Bank and the difficulty accessing student financial supports, especially for international students. They acknowledged the high cuts to provincial operating support grant funding and argued that it was unacceptable for the University to expect students to pay for the deficit in the operating budget and that it was up to the senior leaders to resolve the budget deficit.

The Chair opened the floor and in response to a question, the Vice-President (University Services and Finance) explained that there were two primary streams of funding for the university, the operating grant from the provincial government and student tuition. He noted that the model for the distribution of funds to the faculties has been to this point maintained as it was designed in Budget Model 1.0 , but the cuts to provincial funding have now impacted the fundamentals of that model.

During the discussion members expressed comments including but not limited to:

- That increasing tuition did not equate to increased or even equal student services as many services had suffered due to the Service Excellence Transformation (SET) restructuring;
- That restructuring was financially necessary and it would take time for the new structure to be fully effective;
- That the motion was addressing systemic barriers since higher tuition was making post-secondary education less accessible;
- Tuition has never been adequate to cover the costs of teaching on its own and faculties have always received funding from the OSG to support teaching and student supports;
- That the university needed to continue to push back against the reductions to provincial funding;
- That minimum wage was not increasing along with tuition and inflation and students were struggling to pay for basic needs including food, shelter, and medication;
- That this motion would be a demonstration of GFC's moral responsibility to students;

- That the President and the Board did not fight against the provincial budget cuts;
- That students were going hungry while senior executives were earning high salaries;
- That the message needed to be sent that GFC was not supportive of operating the university like a corporation; and
- That in the experience of one member, the Board does not care about the burden on students.

The motion was passed and the President noted that he would take the recommendation to the Board of Governors meeting of Friday, March 24, 2023. He further noted that he did not support this recommendation and would therefore engage GFC Executive with respect to the protocol developed to communicate recommendations from GFC to the Board.