

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

**OPENING SESSION**

1. Approval of the Agenda 2:00 - 2:05 p.m. Bill Flanagan
2. Comments from the Chair (no documents) 2:05 - 2:10 p.m. Bill Flanagan

**CONSENT AGENDA** 2:10 - 2:15 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 November 20, 2023
4. New Members of GFC
5. Pro-dean for Graduate Examinations
6. Program Revitalization for the Bachelor of Commerce Program, Faculty of Business

**DISCUSSION ITEMS**

7. Question Period 2:15 - 2:45 p.m. Bill Flanagan
  - 7.1 Question and Response on Campus Saint-Jean
  - 7.2 Question and Response on Wellness Supports
  - 7.3 Question and Response on Electricity Demands and Power Usage
8. Student Academic Integrity Policy Suite 2:45 - 3:15 p.m. Ravina Sanghera  
Chris Hackett
9. Development of a U of A Foundation Program 3:15 - 3:35 p.m. Melissa Padfield  
Rebecca Nagel
10. People Strategy (no documents) 3:35 - 3:40 p.m. Todd Gilchrist
11. Equity, Diversity, and Inclusion Action Plan (no documents) 3:40 - 4:00 p.m. Carrie Smith

**INFORMATION REPORTS**

12. [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.]
13. Report of the GFC Executive Committee
14. Report of the GFC Academic Planning Committee
15. Report of the GFC Programs Committee
16. Report of the GFC Committee on the Learning Environment
17. Report of the Board of Governors
18. Information Items:
  - A. Annual Report Appeals and Compliance Officer
  - B. Annual Report of Student Conduct Responses
  - C. Emergency Risk Management Framework and Risk Management Policy
  - D. Metrics Associated with Academic Restructuring
19. Information Forwarded to GFC Members Between Meetings
  - Save the Date: January 26, 2024 from 12:00 - 5:00 PM
  - Board of Governors, General Faculties Council & Senate Summit

### **CLOSING SESSION**

20. Adjournment
  - Next Meeting of General Faculties Council: February 26, 2024

#### Presenter(s):

Bill Flanagan	President and Vice-Chancellor, University of Alberta
Ravina Sanghera	Vice Provost and Dean of Students, University of Alberta
Chris Hackett	Discipline Officer, Student Services, University of Alberta
Verna Yiu	Provost and Vice-President (Academic)
Melissa Padfield	Deputy Provost (Students and Enrolment)
Rebecca Nagel	Associate Professor, Faculty of Arts
Todd Gilchrist	Vice-President (University Services and Finance), University of Alberta
Carrie Smith	Vice-Provost (Equity, Diversity, and Inclusion)

Documentation was before members unless otherwise noted.

Meeting REGRETS to: Kate Peters [peters3@ualberta.ca](mailto:peters3@ualberta.ca)  
Prepared by: Kate Peters  
University Governance [www.governance.ualberta.ca](http://www.governance.ualberta.ca)

General Faculties Council  
DRAFT Open Session Minutes

Monday, November 20, 2023  
Council Chamber, 2-100 University Hall  
2:00 - 4:00 p.m

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**OPENING SESSION**

The Chair began with a land acknowledgement:

The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

1. Approval of the Agenda

*Materials before members are contained in the official meeting file.*

*Presenter(s):* Bill Flanagan, President and Vice-Chancellor, and Chair of General Faculties Council (GFC)

*Discussion:* The Chair invited R Dunch to speak to Item 6, a Notice of Motion concerning Budget Model 2.0. R Dunch noted that he had made a Notice of Motion at the September, 2023 meeting of GFC and noted that Vice-President Finance and Administration and the Provost and Vice-President (Academic) had made more information available to GFC and as a consequence he was asking for his motion to be withdrawn from the proposed agenda.

The motion was moved and seconded.

THAT General Faculties Council approve the agenda as amended.
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**CARRIED**

2. Remarks from the Chair (no documents)

- Staff Engagement Survey
- People Strategy
- Campus Food Bank

*Presenter(s):* Bill Flanagan, President and Vice-Chancellor, and Chair of GFC

*Discussion:* The Chair began by reading the following prepared statement:

I want to acknowledge the ongoing conflict in the Middle East. This is a difficult time for the world and a difficult time for the university.

I think I can speak for all of us when I say the daily news is heartbreaking to read. I grieve for all of those affected by this crisis. With so many members of our community having family, friends and colleagues in the region, I know that many in our community are personally deeply affected by this ongoing conflict.

We are a diverse community with members from across Canada and around the world. Many members of our community have strongly held views about the causes of this conflict and who bears the responsibility for this conflict.

I would sincerely ask that we approach one another with empathy, compassion, and a willingness to engage in respectful and thoughtful dialogue.

A university must be a place of open inquiry and debate. With such divergent views on our campuses, it is not the role of university administrators, myself included, to purport to render judgment on this conflict or make findings of fact relating to the conflict. Instead, our role is to do all we can to ensure the safety of our community and foster, as best we can, the conditions for respectful dialogue.

This will not be easy in the days ahead. I and my senior colleagues - including the provost, VP's and deans - will continue to do all we can to foster open inquiry and respectful debate. I ask that you join us as we work together as a community through this difficult time, always keeping our core values of respect and compassion for one another front and centre.

The Chair then transitioned members attention to his report whose content includes:

- the launch of *Forward with Purpose, a Strategic Plan for Research and Innovation*, and the alignment with *SHAPE*, the University Strategic Plan;
- an update on global rankings;
- an update on the search for a new Provost and Vice-President (Academic); and
- the results of the faculty and staff engagement survey

Noting the link between the survey results and an initiative to develop a People Strategy, the Chair asked Interim Provost and Vice-President (Academic) V Yiu and Vice-President (University Services and Finance) T Gilchrist to update GFC. V Yiu noted that there were already several elements in place including the Culture of Care and forthcoming Equity, Diversity, and Inclusion strategy. She expressed a hope that the strategy would support the University's goals and asked members to engage with the process.

The Chair resumed his remarks by asking members to think about how they might support the Campus Food Bank, noting the possibility of unit-level food drives, volunteering, monetary donations, or sponsoring the campus pantry for a week. He thanked J Harding-Kuringer and A McGee for moving and seconding the action items on the agenda.

### **CONSENT AGENDA**

Materials before members are contained in the official meeting file.

#### 3. Approval of the Open Session Minutes of October 16th, 2023

THAT General Faculties Council approve the open session minutes of October 16<sup>th</sup>, 2023

**CARRIED**

#### 4. New Members of GFC

##### TO APPOINT:

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

Katherine Tamsett	Faculty of Agricultural, Life and Environmental Sciences
Harvir Sandhu	Faculty of Arts
Minhaal Akbar	Faculty of Arts
Alyssa Burant	Faculty of Business

**CARRIED**

5. Time in Program While on Leave, Faculty of Graduate and Post-doctoral Studies

THAT General Faculties Council approve the changes to regulations regarding Graduate Student time in program while on leave, for implementation upon final approval, and inclusion in the 2024-2025 Calendar.

**CARRIED**

**ACTION ITEMS**

7. Student Experience Action Plan

*Presenter(s):* Melissa Padfield, Deputy Provost (Students and Enrolment); Christian Fotang, President, University of Alberta Students' Union; Tiffany Kung, Vice-President (Student Life), Graduate Students' Association

*Discussion:* M Padfield invited co-presenters C Fotang and T Kung to present on the Student Experience Action Plan (SEAP). They noted that SEAP includes core aspects of the student experience and that student members of the University community had supported the co-creation of the plan. M Padfield emphasized that this was a living plan and that it would continue to evolve. The presenters covered some short term objectives for SEAP including academic advising, experiential learning, online learning, transparency around costs of learning, safety, support on career planning, accessibility, space available to students, opportunities for student participation and connections between students and faculty. M Padfield spoke to accountability for implementation through a dashboard and C Fotang presented the Draft Accountability Framework. T Kung noted that the framework was also a call to action and encouraged students to ask themselves how they could take action.

Members offered their congratulations and discussed:

- Differentiating between career management and career planning;
- Opportunities for creation of student spaces in different buildings on Campus, specifically in the Tory building;
- Possibilities for experiential learning to include research opportunities and how work-integrated learning is covered by SEAP;
- The value of small student spaces and challenges posed by access, especially elevators that don't work;
- Whether accessibility is being considered in experiential learning planning, and the difficulties that students with disabilities might face in securing accommodations or to access study abroad opportunities; and
- Concerns about students-who-parent being able to access opportunities described in SEAP

THAT General Faculties Council endorse the Student Experience Action Plan Themes and Goals and key actions, as described in attachments.

**CARRIED**

8. Integrated Asset Management Strategy

*Presenter(s):* Andrew Sharman, Vice-President (Facilities and Operations)

*Discussion:* A Sharman reminded members that the Integrated Asset Management Strategy had been approved in 2019 and that a refresh to the plan was necessitated by the approval of SHAPE as well as numerous legislative changes brought by the Government of Alberta. He noted that the Board of Governors had encouraged the development of an Asset Management Master Plan (AMMP) which would be coming back to GFC for discussion and would include details on how space would be managed. He pointed to the goals and principles in the IAMS that are key to setting a vision, providing the example of accommodation as a strategic guiding goal.

Members commented on the value of refreshing the plan given the important changes to the organizational structure at the University. They noted that the IAMS update includes several references to undeveloped lands and asked about the decision-making process for developing these lands and how impacts on research would be assessed.

THAT the General Faculties Council recommend the refreshed Integrated Asset Management Strategy, as set out in Attachment 1, to the Board of Governors for approval

**CARRIED**

## **DISCUSSION ITEMS**

### 9. Question Period

*Presenter(s):* Bill Flanagan, President and Vice-Chancellor, and Chair of GFC

*Discussion:* Members asked about the recent statements made about peace protests organized by students and other groups expressing concerns about stigmatization, student and campus safety, and the importance of freedom of expression.

Members asked about issues raised by the Francophone community concerning Campus Saint-Jean. The Chair noted that the Dean of Faculté Saint-Jean, J Carey, was not available to answer the questions and asked if the member wanted to note their questions for the record. The member agreed to submit the questions for the January meeting.

Members asked follow-up questions on the response concerning variables in the Maclean's Rankings and whether these were areas that were being pursued by the University (e.g. marketing). Members further commented that the University knows best how to drive the mission of the university and asked whether pursuing rankings was the university strategy. SHAPE was highlighted as a reference for evidence of the University's strategic direction.

### 10. Report on Student Financial Support and PhD Minimum Guaranteed Funding

*Presenter(s):* Norma Rodenburg, Acting Vice-Provost and University Registrar; Tracy Raivio, Vice-Provost and Dean, Faculty of Graduate and Post-doctoral Studies; Roger Epp, Special Advisor to the Provost

*Discussion:* N Rodenburg presented the Student Financial Support report and described the break-down between merit-based, need-based and hybrid financial supports. She noted the shared responsibility for funding between the University, the student and government. T Raivio provided an overview of graduate awards and bursaries. N Rodenburg described the work of the Advisory Group on Moderate Standard of Living and Bursary Applications.

T Raivio and R Epp described work to develop a PhD Minimum Funding Operating Standard to ensure equity, strengthen our recruitment profile, and mitigate financial barriers experienced by students. He noted the provisional number for the guarantee as \$25,000 and the issues with the word 'guarantee', given that in many cases, this is already current practice. He noted the specific challenges of ensuring financial security for international students and emphasized this initiative shouldn't come from individual researchers and Principal Investigators (PIs). He explained the proposed strategy of using the offer letter and existing administrative systems and articulated a goal of implementing in Fall, 2025 and spoke to the possibility of creating a back-stop fund.

Members expressed broad support for the proposal and discussed:

- Whether planning considered the needs of Graduate Research Assistants who are dependent on public funding;

- Differentiating between funding for research and funding for student supports;
- How to support PIs who don't have the funds to guarantee minimum funding;
- Whether there were differences between Alberta and other provinces due to the relative success of other institutions in securing Tri Council grant funding;
- Whether funds can be tabulated from Graduate Teaching Assistantships as a part of the guarantee;
- The possibility of using faculty-level carry-forward funds or university-level strategic initiative funds to support this program;
- How course-based masters' students would be supported through the proposal;
- How much students need and that a higher amount may be required given cost-of living and inflation;
- Whether there had been a perceivable impact in the data due to the slow processing of student loans in Alberta in 2023;
- The diversity of contexts across the university and strategies to cover shortfalls;
- Whether student expectations could be managed;
- The inability to guarantee government funding and the impacts to the PhD minimum funding regime if amounts allocated depend on public sources; and
- That while post-doctoral students are not covered by the proposal, they should be at some point; and
- How tuition for international students compares to competitor tuition rates and whether information on practices elsewhere to support students could be provided to GFC members.

11. Understanding Financial Realities: An Analysis of the Financial Condition among UofA Graduate Students Report

*Presenter(s):* Bishoi Aziz, President, Graduate Students' Association (GSA)

*Discussion:* B Aziz presented the findings of research conducted by the GSA describing respondent demographics and the trends identified. He emphasized the challenges identified in the data especially housing, transportation, and childcare and pointed members to the statistics on the number of students who had considered leaving their studies in the past year. Concerning financial background, he cautioned members against concluding that international students had a healthy financial status pointing to statistics on use of the Campus Food Bank. He also noted that the Campus Food Bank only solves one issue faced by students. He described the themes that emerged from the qualitative responses and shared some troubling examples of student strategies to support themselves and their families. He concluded by noting the impact on student mental health and pointed to the discrepancy in course-based masters (CBM) students' experiences who tend to fall into the cracks. He encouraged members to consider this in light of plans to increase CBM enrolment and international student recruitment.

Given the limited time, there were no questions.

12. Updated Non-Credit/Micro-Credential Framework and Non-Credit MicroCredential Development Guide

*Presenter(s):* Jessica Butts Scott, Associate Vice-President, Online and Continuing Professional Education; Janice Causgrove Dunn, Vice=Provost (Programs)

*Discussion:* J Causgrove Dunn shared the proposed updates for the NCCF and the Non-Credit MicroCreditial Development Guide. She emphasized that this proposal relates to non-credit offerings, in contrast to the Undergraduate Embedded Certificate framework approved last year.

She noted that there had been external engagement with colleagues in other research universities and described the updates to the framework. J Butts Scott noted that the Framework targets development of microcredentials for working professionals looking to boost their skills for employment progression. She described the aim of the Framework to support units across the university in developing non-credit offerings by clarifying definitions and through guidance on the necessary steps to create micro credentials.

Members asked:

- How credentialing non-credit offerings will be recognised and offered going forward, especially for community partners who participate in events or activities but may not want to ladder; and
- How certificates will ladder into graduate programs and the balance between credit and non-credit to create pathways to for credit programs.

13. Introduction of a new Learning Management System of the Future

*Presenter(s):* Karsten Mündel, Vice-Provost, Learning Initiatives; Jessica Butts Scott, Associate Vice-President, Online and Continuing Professional Education

*Discussion:* K Mundel encouraged members to review the shortlisted LMS providers who will be presenting on December 7th and asked for feedback on which platform would best meet the needs of students, faculties and staff. He noted this was the next step in a consultation process.

There were no questions.

**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.]

- 14. Report of the GFC Executive Committee
- 15. Report of the GFC Academic Planning Committee
- 17. Report of the Council on Student Affairs (COSA)
- 16. Report of the GFC Programs Committee
- 18. Report of the GFC Nominating Committee
- 20. Report of the President
- 20. Report of the Board of Governors
- 21. Information Forwarded to GFC Members Between Meetings  
- Budget Model 2.0 Information and Discussion Sessions

**CLOSING SESSION**

- 22. Adjournment
- 23. Next Meeting of General Faculties Council: January 29th, 2024



**ATTENDEES:**

Bill Flanagan, Chair Verna Yiu, Vice-Chair Simaan AbouRizk Adetola Adesida Sandeep Agrawal Minhaal Akbar Wajid Ali Pedro Almeida Chris Andersen Damon Atwood Bishoi Aziz Jill Bagwe Quinn Benders Barbara Billingsley Stanford Blade Josh Boissonnault Angelina Botros Ahmed Bouferguene Marsha Boyd Paige Boyer Jennifer Branch-Mueller Heather Bruce Jessica Butts Scott Susan Chatwood Jency Chhaiya Odile Cisneros Gavin Clark Chathuranga De Silva Stephanie Dickie Bailey Dickie Ryan Dunch Duncan Elliott Carlos Fernandez-Patron Shawn Flynn Kyle Foster Christian Fotang Zachary Friggstad Megan Garbutt Kenneth Gariepy Todd Gilchrist Douglas Gingrich Eva Glancy Douglas Gleddie Goswami Lise Gotell Michael Griffiths Jodi Harding-Kuriger	Michael Hendzel Tammy Hopper Tracy Howlett Jun Hu Christine Hughes Matina Kalcounis- Rueppell Rija Kamran Esther Kim Noel Kjemhus Tim Klassen Julia Kloet Hal Kohestani Valentina Kozlova Vadim Kravchinsky <a href="#">Diane Kunyk</a> Denise LaFitte Adrian Lam Pierre Lemelin Jinfeng Liu Christopher Lupke Ola Mabrouk Elan MacDonald Nikolai Malykhin Andrew McGee Vikas Mehrotra Danielle Milln Aamir Mohamed Weimin Mou Jennifer Passey Nathan Perez Sujata Persad Elena Posse de Chaves Spencer Proctor Kyra Pyke Muneeba QaDir Tracy Raivio Christian Reyms-Chikuma Liam Richardson Norma Rodenburg Kent Rondeau Ravina Sanghera Mikael Schmidtke Andrew Sharman Patricia Sherbaniuk Allison Sivak John Spence Chris Sprysak	Tom Stelfox Gordon Swaters Katherine Tamsett Nathan Thiessen Reagan Tremblay Demetres Tryphonopoulos John Ussher Dilini Vethanayagam Madison Villiger Liam Watt Robert Wood Richard Wozniak Minn-Nyoung Yoon Tuesday Young  <b><u>REGRETS</u></b> Noor Abdelwahab Seun Akinfolarin Layla Alhussainy Hussain Alhussainy Declan Ali Saadet Andrews Gabriel Ayoku Alyssa Burant Jason Carey Marie Carrière Pierre Chue Greta Cummings Chetan Dave Bipro Dhar Maesha Elm Elahi Richard Field Julianne Gibbs-Davis Taylor Good Shubham Goswami Magda Grzeszczuk Brenda Hemmelgarn Carol Hodgson Birkman Jelena Holovati Spencer Hoppe John Hu Jeff Johnson Zak Kaal Sandeep Kumar Corrine Langinier Liran Levin	Divya Maisuriya Precious Majekodunmi Shivani Mandal Olena Mykhailenko Pauline Paul Graham Pearson Bassem Raad Stephen Raitz Aminah Robinson Fayek (delegate) Dan Romanyk Aiman Saif Frederick Tappenden Aditya Tutika Marvin Washington Yifeng Wei Lindsey Westover Shauna Wilton  <b><u>GOVERNANCE STAFF:</u></b> John Lemieux, University Secretary Kate Peters, GFC Secretary Faiza Bill Erin Plume Juli Zinken
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New Members of GFC**MOTION: TO APPOINT:**

The following elected academic staff representatives to serve on GFC for terms commencing immediately and ending June 30, 2026:

- Cameron Carlyle                      Agricultural, Life and Environmental Sciences

The following ex-officio members to serve on GFC for a term ending on June 30, 2024:

- Shannon Scott                      Nursing

The following ex officio members to serve on GFC for a term beginning July 1, 2024 and extending for the duration of the appointment:

- Simaan AbouRizk                      Engineering



**FINAL ITEM NO. 5**

**Decision**  **Discussion**  **Information**

**ITEM OBJECTIVE:** Adjustments to the policy on responsibilities and attendance of Pro Deans for Thesis Examinations.

<b>DATE</b>	January 29, 2024
<b>TO</b>	General Faculties Council
<b>RESPONSIBLE PORTFOLIO</b>	Faculty of Graduate & Postdoctoral Studies (GPS)

**MOTION:** That the General Faculties Council approve the changes to the Graduate Regulations - Conduct of Examinations section of the *University Calendar* including the Common Examination protocols Pro Dean regulations for examinations, for implementation upon approval, and inclusion in the 2024-2025 *University Calendar*.

**EXECUTIVE SUMMARY:**

This change is prompted by the experiences of Graduate and post-doctoral studies/Faculty of Graduate and Post-doctoral Studies and Research Associate Deans who serve as ‘Pro Deans’ for graduate examinations. Attendance of the Pro Dean may be at the request of a committee member, student, chair, graduate coordinator, the Dean of the department’s Faculty, or the Dean, FGSR. Pro Deans also attend any thesis examinations where the External has returned a negative report, and where they have been rescheduled following additional work.

The Pro Dean’s role is to ensure fairness of process and adherence to academic standards.

Pro Deans are currently asked to vote on the outcome of graduate exams, despite often not possessing the necessary disciplinary expertise and usually not having read a student's thesis/candidacy document. Under these circumstances, it is inappropriate for a Pro Dean to vote. This proposal removes the Pro Dean's power to vote in graduate exams, and clarifies that only members of the examining committee are permitted to vote. It also restricts the Pro Dean's power to unilaterally adjourn an examination to the period before deliberations on the outcome begin. Currently a Pro Dean can adjourn an examination at any time.

**Supporting Materials:**

1. Calendar Change: FGSR ProDean for Examinations

**SCHEDULE A:**

**Engagement and Routing**



**FINAL ITEM NO. 5**

**Approval Route:**

- GPST - October 23, 2023
- FGSR Council - November 8, 2023
- CLE: November 29, 2023

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

**Rationale:**

This change is prompted by the experiences of GPS/FGSR Associate Deans who serve as Pro Deans for graduate examinations. Pro Deans are currently asked to vote on the outcome of graduate exams, despite often not possessing the necessary disciplinary expertise and usually not having read a student's thesis/candidacy document. Under these circumstances, it is inappropriate for a Pro Dean to vote.

CURRENT	PROPOSED
<p><b>Conduct of Examinations</b></p> <p><b>Common Examination Protocols</b></p> <p>[...]</p> <p>The Dean, FGSR, the Dean of the department's Faculty, or a Pro Dean (the representative of the Dean, FGSR) may <del>participate fully in</del> the examination. Persons other than the examiners may attend only with the approval of the Dean, FGSR, the Dean of the department's Faculty, or the chair of the committee.</p> <p><b>Responsibilities of a Pro Dean at Examinations:</b> A <del>Pro Dean is a full voting member when attending an examination. The</del> Pro Dean's presence is in addition to the regular membership. Attendance of the Pro Dean may be at the request of a committee member, student, chair, graduate coordinator, the Dean of the department's Faculty, or the Dean, FGSR.</p> <p>The Pro Dean's role is to ensure the proper conduct of the examination <del>and will</del> <del>intercede</del> actively to correct procedural problems. The Pro Dean has the power to adjourn an examination. If problems are encountered, the Pro Dean is asked to submit a brief report to the Dean, FGSR.</p>	<p><b>Conduct of Examinations</b></p> <p><b>Common Examination Protocols</b></p> <p>[...]</p> <p>The Dean, FGSR, the Dean of the department's Faculty, or a Pro Dean (the representative of the Dean, FGSR) may <del>attend the examination and participate in questioning the student and in deliberations, but will not vote on the outcome.</del> Persons other than the examiners may attend only with the approval of the Dean, FGSR, the Dean of the department's Faculty, or the chair of the committee.</p> <p><b>Responsibilities of a Pro Dean at Examinations:</b></p> <p>A Pro Dean's presence is in addition to the regular membership. Attendance of the Pro Dean may be at the request of a committee member, student, chair, graduate coordinator, the Dean of the department's Faculty, or the Dean, FGSR.</p> <p>The Pro Dean's role is to ensure the proper conduct of the examination, <del>including</del> <del>interceding</del> actively to correct procedural problems <del>and to ensure fairness to the student and adherence to academic standards. The Pro Dean may participate in questioning the student and in deliberations, but does not vote on the outcome of the examination except when necessary to establish</del></p>

<p>[...]</p> <p><b>Attendance at Doctoral Examinations:</b> Faculty members of the student’s home department as well as members of FGSR Council (or their alternates) have the right to attend doctoral examinations but should notify the chair of the examining committee. Other persons may attend the examination only with special permission of the Dean of the department’s Faculty, the Dean, FGSR, or the chair of the examining committee.</p> <p>Except for a Dean or a Pro Dean who may participate <b>fully in the examination</b>, persons who are not members of the examining committee:</p> <ul style="list-style-type: none"> <li>• may participate in the questioning only by permission of the chair of the committee, but</li> <li>• are not permitted to participate in the discussion of the student’s performance and must withdraw before such discussion commences</li> </ul>	<p><b>a majority for or against adjournment.</b> The Pro Dean also has the power to adjourn an examination <b>at any time prior to the start of deliberations</b>. If problems are encountered, the Pro Dean is asked to submit a brief report to the Dean, FGSR.</p> <p>[...]</p> <p><b>Attendance at Doctoral Examinations:</b> Faculty members of the student’s home department as well as members of FGSR Council (or their alternates) have the right to attend doctoral examinations but should notify the chair of the examining committee. Other persons may attend the examination only with special permission of the Dean of the department’s Faculty, the Dean, FGSR, or the chair of the examining committee.</p> <p>Except for a Dean or a Pro Dean who may participate <b>in questioning the student and in deliberations</b>, persons who are not members of the examining committee:</p> <ul style="list-style-type: none"> <li>• may participate in the questioning only by permission of the chair of the committee, but</li> <li>• are not permitted to participate in the discussion of the student’s performance and must withdraw before such discussion commences</li> </ul> <p><b>Except when a Pro Dean's vote is necessary to establish a majority for or against adjournment, persons who are not members of the examining committee will not be permitted to vote on the outcome of the examination.</b></p>
<p>Approved by:  GPST - October 23, 2023  FGSR Council - November 8, 2023</p>	



**ITEM NO. 6**

**Decision**  **Discussion**  **Information**

**ITEM OBJECTIVE:** Proposed suspension of seven majors in the Bachelor of Commerce Program as a part of the program revitalisation initiative.

<b>DATE</b>	January 29, 2024
<b>TO</b>	General Faculties Council
<b>RESPONSIBLE PORTFOLIO</b>	Provost & Vice-President (Academic)

**MOTION:** THAT the General Faculties Council (GFC), on the recommendation of the GFC Academic Planning Committee, recommend that the Board of Governors approve the proposed suspensions of the following majors in the Bachelor of Commerce Program as set forth in the attachments:

- Decision and Information Systems
- Distribution Management
- East Asian Business Studies
- European Business Studies
- Latin American Business Studies
- Natural Resources, Energy and the Environment
- Retailing and Services

**EXECUTIVE SUMMARY:**

*In September, 2023, the GFC Programs Committee approved a proposal for revitalisation of the Bachelor of Commerce. The proposal included changes to move core Business courses earlier in students' Undergraduate Programs, postpone Major declaration to Winter of Students' second year, standardize the second year of the Undergraduate Program, and to remove INTD 101 as a requirement.*

*As a part of this revitalisation initiative, the School of Business proposes the suspension of admission to seven undersubscribed majors. For some of these, the market has moved past their utility, some we have had challenges with teaching resources, and some are not squarely business programs. Keeping them as options is creates challenges with scheduling and course planning, and distracts students from our other thriving majors.*

**Supporting Materials:**

- BCom Major in Decision and Information Systems Program Suspension Template.docx
- BCom Major in Distribution Management Program Suspension Template.docx
- BCom Major in East Asian Business Studies Program Suspension Template.docx
- BCom Major in European Business Studies Program Suspension Template.docx
- BCom Major in Latin American Business Studies Program Suspension Template.docx
- BCom Major in Natural Resources, Energy and the Environment Program Suspension Template.docx
- BCom Major in Retailing and Services Program Suspension Template.docx





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

**SCHEDULE A:**

**Engagement and Routing**

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

**Those who are actively participating:**

- Students – we have had student voice through two channels: 1. We have students serving on USPC who serve as the student voice. These students raised a number of questions throughout the process of broaching these changes. At several USPC meetings last year I socialized the changes, brought some changes forward for further discussion (and voting) at USPC, and brought several more changes (the ones in the current package) forward in the winter semester. At each meeting, students raised issues and were supportive of the changes. It is also notable that one Student USPC member who was on the executive of the Business Students’ Association discussed changes with fellow members of the BSA. 2. We had a town hall with students last fall where some of these changes were discussed to get broader student feedback.

**Those who have been consulted:**

- USPC members, as discussed in the previous blurb
- Department Chairs from all 4 of our departments in the ASB.
- The former Dean and Associate Dean Education.
- The current Dean and Vice Dean.
- All faculty were presented these changes before and during Business Council.
- Leaders throughout the School were presented these changes several times at regular (once every 4-6 weeks) leadership meetings.
- PST
- The TYP program
- The Dean and Vice Dean, CSJ (we are still working with them)

**Those who have been informed:**

- Leaders and Faculty within the ASB
- Other Faculties (via PST); pointing out that these changes could mean possible additional changes to other faculties’ calendar pieces.
- CSJ
- TYP
- We will reach out to affected faculties and CSJ again once these changes are approved

**Approval Route:**

- GFC Programs Committee – September 14, 2023 (for approval of the Program Revitalisation proposal and recommendation of suspension)



**ITEM NO. 6**

- GFC Academic Planning Committee – January 10, 2024 (for recommendation of suspensions)
- General Faculties Council – January 29, 2024 (for recommendation of suspensions)
- Board Learning Research and Student Engagement Committee – March 8, 2024 (for final approval)

**Supplementary Notes / Context:**

## Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

Institutions should:

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

### Basic Information (all proposals must complete this section)

<b>Institution</b>	<b>University of Alberta</b>
<b>Program Name</b>	<b>Bachelor of Commerce</b>
<b>Specialization Name</b>	<b>Decision and Information Systems</b>
<b>Credential Awarded</b>	<b>Bachelor of Commerce</b>
<b>Proposed start date of suspension</b>	<b>July 1, 2024</b>
<b>Proposed end date of suspension</b>	<b>June 30, 2029</b>

## SECTION A: PROGRAM SUSPENSION

### SECTION A: RATIONALE

<b>1. Suspension Rationale</b>	
a.	Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.). <ul style="list-style-type: none"> <li>● There is very low student demand. While these skill sets are not obsolete, they can be obtained through the broader field of operations management. There are still a couple of accredited Universities offering a program in this area, including UBC York and Brock, and several smaller universities. Locally, Concordia University of Edmonton also offers a Business Information Systems program. In Alberta more broadly, the University of Calgary offers a program in Management Information systems.</li> </ul>
b.	Document enrolments (by head count) for the most recent 5-year period, including the current academic year if available.

<b>Enrolment</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
<b>Total Head count</b>	0	0	0	0	0
● <b>1<sup>st</sup> Year of Study</b>	0	0	0	0	0

● 2 <sup>nd</sup> Year of Study	0	0	0	0	0
● 3 <sup>rd</sup> Year of Study	0	0	0	0	0
● 4 <sup>th</sup> Year of Study	0	0	0	0	0
<b>No enrolment for the last 5 years.</b>					
<b>Reviewer's Comment:</b>					

a. Indicate when admissions into program/specialization will be or were closed. <ul style="list-style-type: none"> <li>● July 1, 2024</li> </ul>
b. Briefly explain how the proposed end date of the suspension was determined. <ul style="list-style-type: none"> <li>● The typical five-year suspension period will ensure adequate time for any necessary teach-out.</li> </ul>
c. Provide specific information about which internal governance body approved the suspension, and provide date of approval. <ul style="list-style-type: none"> <li>● Seconded Motion at Business Council - May 11, 2023</li> <li>● Seconded Motion at Undergraduate Policy Committee (USPC) - April 21, 2023</li> </ul>
d. Check the applicable box to specify the longer-term plan. <input checked="" type="checkbox"/> To terminate the program. <input type="checkbox"/> To reactivate the program.

**SECTION B: ACCESS**

a. Identify potential student access considerations and risks to the Alberta Adult Learning System that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions). <ul style="list-style-type: none"> <li>● Students wishing to study this could pursue programs at Concordia University of Edmonton or the University of Calgary</li> </ul>
b. If the program or specialization is unique in the province, briefly describe consultation within the Alberta Adult Learning System to investigate feasibility of program/specialization transfer. <ul style="list-style-type: none"> <li>● The program was deemed as being not unique. As per Section A 1a, the U of C offers a similar program, and there are many other similar programs across the country to meet this need.</li> </ul>
c. Briefly describe the consultation process that occurred with students at your institution regarding this programming change. <ul style="list-style-type: none"> <li>● The Faculty consulted students within Faculty-level committee meetings</li> </ul>
d. Briefly describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans. <ul style="list-style-type: none"> <li>● The Faculty will ensure that all active students who may remain in the program will receive continued support from advising staff related to the Calendar year in which they enrolled in the program to ensure they can complete their program within the proposed period of suspension.</li> </ul>
e. Briefly describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.

- no stop-out students have been identified in this process. If any come about, we would assist them on a case by case basis. Based on low enrolment numbers, this situation seems unlikely to occur. If a student leaves the BCom program without permission, they are subject to the regular admissions process to be readmitted. If a student leaves with permission, the timeframe for readmission to their previous program is typically 1 year from leaving the program. Given the current enrollment of the Major, students in this situation will either have ample time to complete the program or would be faced with returning to the program and selecting a new major area of concentration.

**Reviewer's Comment:**

## SECTION C: IMPACT

- a. Identify which stakeholder groups were consulted regarding demand/need for this program:
- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Faculty                    | <input type="checkbox"/> Employers and professional associations |
| <input type="checkbox"/> Regulator and/or accreditation bodies | <input type="checkbox"/> Advisory Committee(s)                   |
|  | <input type="checkbox"/> Other (please identify)                 |

- b. Briefly describe the consultation process conducted with these stakeholders and summarize the feedback received.
- The Faculty consulted with staff and students through committee meetings. The feedback received from staff was they believed this program did not have adequate support to thrive. The feedback received from students was they were not as interested in pursuing this undersubscribed and specialized major as there were fears of finding work after and having support throughout their program.

- c. Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.
- With the suspension of this specialization, limited impact is anticipated. Resources that were being attributed will be reallocated to other areas.

**Reviewer's Comment:**

## SECTION B: SUSPENSION EXTENSION

### SECTION A: RATIONALE

- a. Briefly describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)
- n/a
- b. Briefly explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).
- n/a
- c. If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.
- n/a
- d. Explain how the duration of the suspension extension was determined.
- n/a

**Reviewer's Comment:**

**SECTION B: OTHER CONSIDERATIONS**

**Other considerations**

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

**Reviewer's Comment:**

**RECOMMENDATION (FOR DEPARTMENT USE)**

**Recommendation(s):**

**Rationale for Recommendation:**

**Reviewer(s):**

**Date Completed:**

## Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

Institutions should:

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

### Basic Information (all proposals must complete this section)

<b>Institution</b>	<b>University of Alberta</b>
<b>Program Name</b>	<b>Bachelor of Commerce</b>
<b>Specialization Name</b>	<b>Distribution Management</b>
<b>Credential Awarded</b>	<b>Bachelor of Commerce</b>
<b>Proposed start date of suspension</b>	<b>July 1, 2024</b>
<b>Proposed end date of suspension</b>	<b>June 30, 2029</b>

## SECTION A: PROGRAM SUSPENSION

### SECTION A: RATIONALE

<b>1. Suspension Rationale</b>
<p>a. Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).</p> <p>This is a fairly common major or specialization program. The University of Calgary offers a Program in Supply Chain Management, as does Reeves College, SAIT, Bow Valley College, Mount Royal, and Norquest College.</p> <p>Across the country, including the University of Toronto and HEC Montreal, as well as several colleges, so students would have many other options to take a similar program. However, there has been an extremely low student demand, with no enrollment over five years. This maybe because there is little need for a 4-year degree program to pursue work in this area.</p>
<p>b. Document enrolments (by head count) for the most recent 5-year period, including the current academic year if available.</p>

<b>Enrolment</b>	2018	2019	2020	2021	2022
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<b>Total Head count</b>	0	0	0	0	0
● 1 <sup>st</sup> Year of Study	0	0	0	0	0
● 2 <sup>nd</sup> Year of Study	0	0	0	0	0
● 3 <sup>rd</sup> Year of Study	0	0	0	0	0
● 4 <sup>th</sup> Year of Study	0	0	0	0	0
<b>No enrolment for the last 5 years.</b>					
<b>Reviewer's Comment:</b>					

- a. Indicate when admissions into program/specialization will be or were closed.
- July 1, 2024
- b. Briefly explain how the proposed end date of the suspension was determined.
- The typical five-year suspension period will ensure adequate time for any necessary teach-out.
- c. Provide specific information about which internal governance body approved the suspension, and provide date of approval.
- Seconded Motion at Business Council - May 11, 2023
  - Seconded Motion at Undergraduate Policy Committee (USPC) - April 21, 2023
- d. Check the applicable box to specify the longer-term plan.
- To terminate the program.
- To reactivate the program.

## SECTION B: ACCESS

- a. Identify potential student access considerations and risks to the Alberta Adult Learning System that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).
- There are several post-secondary institutions in Alberta offering a program in Distribution or Supply Chain Management, including:
    - Reeves College
    - SAIT
    - Bow Valley College
    - Mount Royal
    - Norquest College
    - University of Calgary
- b. If the program or specialization is unique in the province, briefly describe consultation within the Alberta Adult Learning System to investigate feasibility of program/specialization transfer.
- The program was deemed as being not unique. As per Section A 1a and Ba, the U of C offers a similar program, and there are many other similar programs across the country to meet this need.
- c. Briefly describe the consultation process that occurred with students at your institution regarding this programming change.
- The Faculty consulted students within Faculty-level committee meetings



d. Briefly describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.

- The Faculty will ensure that all active students who may remain in the program will receive continued support from advising staff related to the Calendar year in which they enrolled in the program to ensure they can complete their program within the proposed period of suspension.

e. Briefly describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.

- no stop-out students have been identified in this process. If any come about, we would assist them on a case by case basis. Based on low enrolment numbers, this situation seems unlikely to occur. If a student leaves the BCom program without permission, they are subject to the regular admissions process to be readmitted. If a student leaves with permission, the timeframe for readmission to their previous program is typically 1 year from exiting the program. Given the current enrollment of the Major, students in this situation will either have ample time to complete the program or would be faced with returning to the program and selecting a new major area of concentration.

**Reviewer's Comment:**

### SECTION C: IMPACT

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

Faculty  Employers and professional associations

Regulator and/or accreditation bodies  Advisory Committee(s)

Other (please identify)

b. Briefly describe the consultation process conducted with these stakeholders and summarize the feedback received.

- The Faculty consulted with staff and students through committee meetings. The feedback received from staff was they believed this program did not have adequate support to thrive. The feedback received from students was they were not as interested in pursuing this undersubscribed and specialized major as there were fears of finding work after and having support throughout their program.

c. Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.

- With the suspension of this specialization, limited impact is anticipated. Resources that were being attributed will be reallocated to other areas.

**Reviewer's Comment:**

### SECTION B: SUSPENSION EXTENSION

#### SECTION A: RATIONALE

a. Briefly describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)

- n/a

b. Briefly explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements). <ul style="list-style-type: none"> <li>• n/a</li> </ul>
c. If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place. <ul style="list-style-type: none"> <li>• n/a</li> </ul>
d. Explain how the duration of the suspension extension was determined. <ul style="list-style-type: none"> <li>• n/a</li> </ul>
<b>Reviewer's Comment:</b>

**SECTION B: OTHER CONSIDERATIONS**

<b>Other considerations</b>
a. Are there other factors or considerations the Ministry should take into account when reviewing this proposal? <ul style="list-style-type: none"> <li>• n/a</li> </ul>
<b>Reviewer's Comment:</b>

<b>RECOMMENDATION (FOR DEPARTMENT USE)</b>
<b>Recommendation(s):</b>
<b>Rationale for Recommendation:</b>
<b>Reviewer(s):</b>
<b>Date Completed:</b>

## Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

Institutions should:

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

### Basic Information (all proposals must complete this section)

<b>Institution</b>	<b>University of Alberta</b>
<b>Program Name</b>	<b>Bachelor of Commerce</b>
<b>Specialization Name</b>	<b>East Asian Business Studies</b>
<b>Credential Awarded</b>	<b>Bachelor of Commerce</b>
<b>Proposed start date of suspension</b>	<b>July 1, 2024</b>
<b>Proposed end date of suspension</b>	<b>June 30, 2029</b>

## SECTION A: PROGRAM SUSPENSION

### SECTION A: RATIONALE

<b>1. Suspension Rationale</b>	
a.	Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.). <ul style="list-style-type: none"> <li>• There is low student demand for this major. This is following job market trends. Programs focusing on business in a particular cultural context have become increasingly obsolete as business has globalized. We believe this sort of major is not what we want to provide students who need to operate in a global business world. I can't find similar programs in Alberta or across the country, but this is not surprising as it is becoming obsolete</li> </ul>
b.	Document enrolments (by head count) for the most recent 5-year period, including the current academic year if available.

<b>Enrolment</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
<b>Total Head count</b>	4	3	5	5	4
• <b>1<sup>st</sup> Year of Study</b>	0	0	0	0	0

● 2 <sup>nd</sup> Year of Study	3	1	2	2	1
● 3 <sup>rd</sup> Year of Study	1	2	2	2	0
● 4 <sup>th</sup> Year of Study	0	0	1	1	3
<b>Reviewer's Comment:</b>					

- a. Indicate when admissions into program/specialization will be or were closed.
- July 1, 2024
- b. Briefly explain how the proposed end date of the suspension was determined.
- The typical five-year suspension period will ensure adequate time for any necessary teach-out.
- c. Provide specific information about which internal governance body approved the suspension, and provide date of approval.
- Seconded Motion at Business Council - May 11, 2023
  - Seconded Motion at Undergraduate Policy Committee (USPC) - April 21, 2023
- d. Check the applicable box to specify the longer-term plan.
- To terminate the program.
- To reactivate the program.

**SECTION B: ACCESS**

- a. Identify potential student access considerations and risks to the Alberta Adult Learning System that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).
- There are no equivalent programs as this area has become increasingly obsolete
- b. If the program or specialization is unique in the province, briefly describe consultation within the Alberta Adult Learning System to investigate feasibility of program/specialization transfer.
- Programs focusing on business in a particular cultural context have become increasingly obsolete as business has globalized. We believe this sort of major is not what we want to provide students who need to operate in a global business world. I can't find similar programs in Alberta or across the country, but this is not surprising as it is becoming obsolete. The International Business Major can also provide students with a similar degree specialization that is more pertinent to the current global business world.
- c. Briefly describe the consultation process that occurred with students at your institution regarding this programming change.
- The Faculty consulted students within Faculty-level committee meetings
- d. Briefly describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.
- The Faculty will ensure that all active students who may remain in the program will receive continued support from advising staff related to the Calendar year in which they enrolled in the program to ensure they can complete their program within the proposed period of suspension.

- e. Briefly describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.
- no stop-out students have been identified in this process. If any come about, we would assist them on a case by case basis. Based on low enrolment numbers, this situation seems unlikely to occur. If a student leaves the BCom program without permission, they are subject to the regular admissions process to be readmitted. If a student leaves with permission, the timeframe for readmission to their previous program is typically 1 year from exiting the program. Given the current enrollment of the Major, students in this situation will either have ample time to complete the program or would be faced with returning to the program and selecting a new major area of concentration.

**Reviewer's Comment:**

## SECTION C: IMPACT

- a. Identify which stakeholder groups were consulted regarding demand/need for this program:
- Faculty  Employers and professional associations
- Regulator and/or accreditation bodies  Advisory Committee(s)
- Other (please identify)

- b. Briefly describe the consultation process conducted with these stakeholders and summarize the feedback received.
- The Faculty consulted with staff and students through committee meetings. The feedback received from staff was they believed this program did not have adequate support to thrive. The feedback received from students was they were not as interested in pursuing this undersubscribed and specialized major as there were fears of finding work after and having support throughout their program.

- c. Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.
- With the suspension of this specialization, limited impact is anticipated. Resources that were being attributed will be reallocated to other areas.

**Reviewer's Comment:**

## SECTION B: SUSPENSION EXTENSION

### SECTION A: RATIONALE

- a. Briefly describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)
- n/a
- b. Briefly explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).
- n/a
- c. If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.
- n/a

d. Explain how the duration of the suspension extension was determined.

- n/a

**Reviewer's Comment:**

## SECTION B: OTHER CONSIDERATIONS

### Other considerations

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

- n/a

**Reviewer's Comment:**

## RECOMMENDATION (FOR DEPARTMENT USE)

**Recommendation(s):**

**Rationale for Recommendation:**

**Reviewer(s):**

**Date Completed:**

## Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

Institutions should:

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

### Basic Information (all proposals must complete this section)

<b>Institution</b>	<b>University of Alberta</b>
<b>Program Name</b>	<b>Bachelor of Commerce</b>
<b>Specialization Name</b>	<b>European Business Studies</b>
<b>Credential Awarded</b>	<b>Bachelor of Commerce</b>
<b>Proposed start date of suspension</b>	<b>July 1, 2024</b>
<b>Proposed end date of suspension</b>	<b>June 30, 2029</b>

## SECTION A: PROGRAM SUSPENSION

### SECTION A: RATIONALE

<b>1. Suspension Rationale</b>	
a.	Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.). <ul style="list-style-type: none"> <li>● There is low student demand for this major. This follows job market trends. Programs focusing on business in a particular cultural context have become increasingly obsolete as business has globalized. We believe this sort of major is not what we want to provide students who need to operate in a global business world. I can't find similar programs in Alberta or across the country, but this is not surprising as it is becoming obsolete</li> </ul>
b.	Document enrolments (by head count) for the most recent 5-year period, including the current academic year if available.

<b>Enrolment</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
<b>Total Head count</b>	0	1	2	1	0
● <b>1<sup>st</sup> Year of Study</b>	0	0	0	0	0
● <b>2<sup>nd</sup> Year of Study</b>	0	1	2	1	0

● 3 <sup>rd</sup> Year of Study	0	0	0	0	0
● 4 <sup>th</sup> Year of Study	0	0	0	0	0
<b>Reviewer's Comment:</b>					

- a. Indicate when admissions into program/specialization will be or were closed.
- July 1, 2024
- b. Briefly explain how the proposed end date of the suspension was determined.
- The typical five-year suspension period will ensure adequate time for any necessary teach-out.
- c. Provide specific information about which internal governance body approved the suspension, and provide date of approval.
- Seconded Motion at Business Council - May 11, 2023
  - Seconded Motion at Undergraduate Policy Committee (USPC) - April 21, 2023
- d. Check the applicable box to specify the longer-term plan.
- To terminate the program.
- To reactivate the program.

**SECTION B: ACCESS**

- a. Identify potential student access considerations and risks to the Alberta Adult Learning System that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).
- There are no equivalent programs as this area has become increasingly obsolete
- b. If the program or specialization is unique in the province, briefly describe consultation within the Alberta Adult Learning System to investigate feasibility of program/specialization transfer.
- Programs focusing on business in a particular cultural context have become increasingly obsolete as business has globalized. We believe this sort of major is not what we want to provide students who need to operate in a global business world. I can't find similar programs in Alberta or across the country, but this is not surprising as it is becoming obsolete. The International Business Major can also provide students with a similar degree specialization that is more pertinent to the current global business world.
- c. Briefly describe the consultation process that occurred with students at your institution regarding this programming change.
- The Faculty consulted students within Faculty-level committee meetings
- d. Briefly describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.
- The Faculty will ensure that all active students who may remain in the program will receive continued support from advising staff related to the Calendar year in which they enrolled in the program to ensure they can complete their program within the proposed period of suspension.
- e. Briefly describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.
- no stop-out students have been identified in this process. If any come about, we would assist them on a case by case basis. Based on low enrolment numbers, this situation



seems unlikely to occur. If a student leaves the BCom program without permission, they are subject to the regular admissions process to be readmitted. If a student leaves with permission, the timeframe for readmission to their previous program is typically 1 year from exiting the program. Given the current enrollment of the Major, students in this situation will either have ample time to complete the program or would be faced with returning to the program and selecting a new major area of concentration.

**Reviewer's Comment:**

### SECTION C: IMPACT

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

- Faculty  Employers and professional associations  
 Regulator and/or accreditation bodies  Advisory Committee(s)  
 Other (please identify)

**b.** Briefly describe the consultation process conducted with these stakeholders and summarize the feedback received.

- The Faculty consulted with staff and students through committee meetings. The feedback received from staff was they believed this program did not have adequate support to thrive. The feedback received from students was they were not as interested in pursuing this undersubscribed and specialized major as there were fears of finding work after and having support throughout their program.

**c.** Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.

- With the suspension of this specialization, limited impact is anticipated. Resources that were being attributed will be reallocated to other areas.

**Reviewer's Comment:**

### SECTION B: SUSPENSION EXTENSION

#### SECTION A: RATIONALE

**a.** Briefly describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)

- n/a

**b.** Briefly explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).

- n/a

**c.** If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.

- n/a

**d.** Explain how the duration of the suspension extension was determined.

- n/a

**Reviewer's Comment:**

**SECTION B: OTHER CONSIDERATIONS**

**Other considerations**

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

**Reviewer's Comment:**

**RECOMMENDATION (FOR DEPARTMENT USE)**

**Recommendation(s):**

**Rationale for Recommendation:**

**Reviewer(s):**

**Date Completed:**

## Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

Institutions should:

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

### Basic Information (all proposals must complete this section)

<b>Institution</b>	<b>University of Alberta</b>
<b>Program Name</b>	<b>Bachelor of Commerce</b>
<b>Specialization Name</b>	<b>Latin American Business Studies</b>
<b>Credential Awarded</b>	<b>Bachelor of Commerce</b>
<b>Proposed start date of suspension</b>	<b>July 1, 2024</b>
<b>Proposed end date of suspension</b>	<b>June 30, 2029</b>

## SECTION A: PROGRAM SUSPENSION

### SECTION A: RATIONALE

<b>1. Suspension Rationale</b>
<p>a. Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).</p> <ul style="list-style-type: none"> <li>● There is low student demand for this major. This is following job market trends. Programs focusing on business in a particular cultural context have become increasingly obsolete as business has globalized.</li> </ul>
<p>b. Document enrolments (by head count) for the most recent 5-year period, including the current academic year if available.</p>

<b>Enrolment</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
<b>Total Head count</b>	0	0	0	0	0
● <b>1<sup>st</sup> Year of Study</b>	0	0	0	0	0
● <b>2<sup>nd</sup> Year of Study</b>	0	0	0	0	0
● <b>3<sup>rd</sup> Year of Study</b>	0	0	0	0	0

● 4 <sup>th</sup> Year of Study	0	0	0	0	0
<b>no enrolment in the last 5 years</b>					
<b>Reviewer's Comment:</b>					

- a. Indicate when admissions into program/specialization will be or were closed.
- July 1, 2024
- b. Briefly explain how the proposed end date of the suspension was determined.
- The typical five-year suspension period will ensure adequate time for any necessary teach-out.
- c. Provide specific information about which internal governance body approved the suspension, and provide date of approval.
- Seconded Motion at Business Council - May 11, 2023
  - Seconded Motion at Undergraduate Policy Committee (USPC) - April 21, 2023
- d. Check the applicable box to specify the longer-term plan.  To terminate the program.  To reactivate the program.

**SECTION B: ACCESS**

- a. Identify potential student access considerations and risks to the Alberta Adult Learning System that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).
- There are no equivalent programs as this area has become increasingly obsolete
- b. If the program or specialization is unique in the province, briefly describe consultation within the Alberta Adult Learning System to investigate feasibility of program/specialization transfer.
- Programs focusing on business in a particular cultural context have become increasingly obsolete as business has globalized. We believe this sort of major is not what we want to provide students who need to operate in a global business world. I can't find similar programs in Alberta or across the country, but this is not surprising as it is becoming obsolete. The International Business Major can also provide students with a similar degree specialization that is more pertinent to the current global business world.
- c. Briefly describe the consultation process that occurred with students at your institution regarding this programming change.
- The Faculty consulted students within Faculty-level committee meetings
- d. Briefly describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.
- The Faculty will ensure that all active students who may remain in the program will receive continued support from advising staff related to the Calendar year in which they enrolled in the program to ensure they can complete their program within the proposed period of suspension.
- e. Briefly describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.
- no stop-out students have been identified in this process. If any come about, we would assist them on a case by case basis. Based on low enrolment numbers, this situation

seems unlikely to occur. If a student leaves the BCom program without permission, they are subject to the regular admissions process to be readmitted. If a student leaves with permission, the timeframe for readmission to their previous program is typically 1 year from exiting the program. Given the current enrollment of the Major, students in this situation will either have ample time to complete the program or would be faced with returning to the program and selecting a new major area of concentration.

**Reviewer's Comment:**

### SECTION C: IMPACT

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

- Faculty  Employers and professional associations  
 Regulator and/or accreditation bodies  Advisory Committee(s)  
 Other (please identify)

b. Briefly describe the consultation process conducted with these stakeholders and summarize the feedback received.

- The Faculty consulted with staff and students through committee meetings. The feedback received from staff was they believed this program did not have adequate support to thrive. The feedback received from students was they were not as interested in pursuing this undersubscribed and specialized major as there were fears of finding work after and having support throughout their program.

c. Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.

- With the suspension of this specialization, limited impact is anticipated. Resources that were being attributed will be reallocated to other areas.

**Reviewer's Comment:**

### SECTION B: SUSPENSION EXTENSION

#### SECTION A: RATIONALE

a. Briefly describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)

- n/a

b. Briefly explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).

- n/a

c. If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.

- n/a

d. Explain how the duration of the suspension extension was determined.

- n/a

**Reviewer's Comment:**

## SECTION B: OTHER CONSIDERATIONS

### Other considerations

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

**Reviewer's Comment:**

### RECOMMENDATION (FOR DEPARTMENT USE)

**Recommendation(s):**

**Rationale for Recommendation:**

**Reviewer(s):**

**Date Completed:**

## Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

Institutions should:

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

### Basic Information (all proposals must complete this section)

<b>Institution</b>	<b>University of Alberta</b>
<b>Program Name</b>	<b>Bachelor of Commerce</b>
<b>Specialization Name</b>	<b>Natural Resources, Energy and the Environment</b>
<b>Credential Awarded</b>	<b>Bachelor of Commerce</b>
<b>Proposed start date of suspension</b>	<b>July 1, 2024</b>
<b>Proposed end date of suspension</b>	<b>June 30, 2029</b>

## SECTION A: PROGRAM SUSPENSION

### SECTION A: RATIONALE

<b>1. Suspension Rationale</b>
<p>a. Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).</p> <ul style="list-style-type: none"> <li>● There is low and declining demand for this major. The reason for this is likely to do with program quality. This is a major that started strong but over time it became increasingly difficult to find instructors. It is also a multidisciplinary major and interest has, over time, leaned more in favour of sustainability studies. At the University of Alberta there is a certificate in sustainability that could be taken instead.</li> </ul>
<p>b. Document enrolments (by head count) for the most recent 5-year period, including the current academic year if available.</p>

<b>Enrolment</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
<b>Total Head count</b>	14	9	6	6	4
● 1 <sup>st</sup> Year of Study	0	0	0	0	0
● 2 <sup>nd</sup> Year of Study	4	1	0	3	1

● 3 <sup>rd</sup> Year of Study	3	5	3	0	2
● 4 <sup>th</sup> Year of Study	7	3	3	3	1
<b>Reviewer's Comment:</b>					

- a. Indicate when admissions into program/specialization will be or were closed.
- July 1, 2024
- b. Briefly explain how the proposed end date of the suspension was determined.
- The typical five-year suspension period will ensure adequate time for any necessary teach-out.
- c. Provide specific information about which internal governance body approved the suspension, and provide date of approval.
- Seconded Motion at Business Council - May 11, 2023
  - Seconded Motion at Undergraduate Policy Committee (USPC) - April 21, 2023
- d. Check the applicable box to specify the longer-term plan.
- To terminate the program.
- To reactivate the program.

## SECTION B: ACCESS

- a. Identify potential student access considerations and risks to the Alberta Adult Learning System that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).
- There are no other Business-focused programs in this area in Alberta. However, while it would seem that this might be an important area of contemporary focus, I believe that students favour of taking general programs in Sustainability, which has a multidisciplinary focus. The University of Alberta has a certificate in Sustainability that could be taken instead. I cannot find other programs in Sustainability in Alberta Universities, but there are several across the country
- b. If the program or specialization is unique in the province, briefly describe consultation within the Alberta Adult Learning System to investigate feasibility of program/specialization transfer.
- As noted above, the Sustainability certificate is an alternative course of study that could be pursued by students as an alternative to this program.
- c. Briefly describe the consultation process that occurred with students at your institution regarding this programming change.
- The Faculty consulted students within Faculty-level committee meetings
- d. Briefly describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.
- The Faculty will ensure that all active students who may remain in the program will receive continued support from advising staff related to the Calendar year in which they enrolled in the program to ensure they can complete their program within the proposed period of suspension.
- e. Briefly describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.



- no stop-out students have been identified in this process. If any come about, we would assist them on a case by case basis. Based on low enrolment numbers, this situation seems unlikely to occur. If a student leaves the BCom program without permission, they are subject to the regular admissions process to be readmitted. If a student leaves with permission, the timeframe for readmission to their previous program is typically 1 year from exiting the program. Given the current enrollment of the Major, students in this situation will either have ample time to complete the program or would be faced with returning to the program and selecting a new major area of concentration.

**Reviewer's Comment:**

## SECTION C: IMPACT

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

- Faculty  Employers and professional associations  
 Regulator and/or accreditation bodies  Advisory Committee(s)  
 Other (please identify)

b. Briefly describe the consultation process conducted with these stakeholders and summarize the feedback received.

- The Faculty consulted with staff and students through committee meetings. The feedback received from staff was they believed this program did not have adequate support to thrive. The feedback received from students was they were not as interested in pursuing this undersubscribed and specialized major as there were fears of finding work after and having support throughout their program.

c. Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.

- With the suspension of this specialization, limited impact is anticipated. Resources that were being attributed will be reallocated to other areas.

**Reviewer's Comment:**

## SECTION B: SUSPENSION EXTENSION

### SECTION A: RATIONALE

a. Briefly describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)

- n/a

b. Briefly explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).

- n/a

c. If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.

- n/a

d. Explain how the duration of the suspension extension was determined.

- n/a

**Reviewer's Comment:**

**SECTION B: OTHER CONSIDERATIONS**

**Other considerations**

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

**Reviewer's Comment:**

**RECOMMENDATION (FOR DEPARTMENT USE)**

**Recommendation(s):**

**Rationale for Recommendation:**

**Reviewer(s):**

**Date Completed:**

## Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

Institutions should:

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

### Basic Information (all proposals must complete this section)

<b>Institution</b>	<b>University of Alberta</b>
<b>Program Name</b>	<b>Bachelor of Commerce</b>
<b>Specialization Name</b>	<b>Retailing and Services</b>
<b>Credential Awarded</b>	<b>Bachelor of Commerce</b>
<b>Proposed start date of suspension</b>	<b>July 1, 2024</b>
<b>Proposed end date of suspension</b>	<b>June 30, 2029</b>

## SECTION A: PROGRAM SUSPENSION

### SECTION A: RATIONALE

<b>1. Suspension Rationale</b>
<p>a. Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).</p> <ul style="list-style-type: none"> <li>● There is low student demand for this degree. This is likely because students who wish to manage or own retail stores don't need a degree to do this work. This has been replaced in favour of focusing on an entrepreneurial skill set. I don't see evidence of many degrees in this area across Canada, which may have to do with it becoming obsolete.</li> </ul>
<p>b. Document enrolments (by head count) for the most recent 5-year period, including the current academic year if available.</p>

Enrolment	2018	2019	2020	2021	2022
<b>Total Head count</b>	1	2	3	1	1
● 1 <sup>st</sup> Year of Study	0	0	0	0	0
● 2 <sup>nd</sup> Year of Study	0	0	1	0	0

● 3 <sup>rd</sup> Year of Study	1	0	1	1	0
● 4 <sup>th</sup> Year of Study	0	2	1	0	1
<b>Reviewer's Comment:</b>					

a. Indicate when admissions into program/specialization will be or were closed. <ul style="list-style-type: none"> <li>● July 1, 2024</li> </ul>
b. Briefly explain how the proposed end date of the suspension was determined. <ul style="list-style-type: none"> <li>● The typical five-year suspension period will ensure adequate time for any necessary teach-out.</li> </ul>
c. Provide specific information about which internal governance body approved the suspension, and provide date of approval. <ul style="list-style-type: none"> <li>● Seconded Motion at Business Council - May 11, 2023</li> <li>● Seconded Motion at Undergraduate Policy Committee (USPC) - April 21, 2023</li> </ul>
d. Check the applicable box to specify the longer-term plan. <input checked="" type="checkbox"/> To terminate the program. <input type="checkbox"/> To reactivate the program.

**SECTION B: ACCESS**

a. Identify potential student access considerations and risks to the Alberta Adult Learning System that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions). <ul style="list-style-type: none"> <li>● I cannot find other Retailing programs in Alberta, although there are several across Canada, primarily in Colleges. However, I do not see this as a risk to the Alberta Adult Learning System as this is not an area of employment that requires a major from a 4-year degree.</li> </ul>
b. If the program or specialization is unique in the province, briefly describe consultation within the Alberta Adult Learning System to investigate feasibility of program/specialization transfer. <ul style="list-style-type: none"> <li>● See section Ba. above - there are other similar programs being delivered in colleges</li> </ul>
c. Briefly describe the consultation process that occurred with students at your institution regarding this programming change. <ul style="list-style-type: none"> <li>● The Faculty consulted students within Faculty-level committee meetings</li> </ul>
d. Briefly describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans. <ul style="list-style-type: none"> <li>● The Faculty will ensure that all active students who may remain in the program will receive continued support from advising staff related to the Calendar year in which they enrolled in the program to ensure they can complete their program within the proposed period of suspension.</li> </ul>
e. Briefly describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans. <ul style="list-style-type: none"> <li>● no stop-out students have been identified in this process. If any come about, we would assist them on a case by case basis. Based on low enrolment numbers, this situation seems unlikely to occur. If a student leaves the BCom program without permission, they are subject to the regular admissions process to be readmitted. If a student leaves with</li> </ul>

permission, the timeframe for readmission to their previous program is typically 1 year from exiting the program. Given the current enrollment of the Major, students in this situation will either have ample time to complete the program or would be faced with returning to the program and selecting a new major area of concentration.

**Reviewer's Comment:**

## SECTION C: IMPACT

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

- Faculty  Employers and professional associations  
 Regulator and/or accreditation bodies  Advisory Committee(s)  
 Other (please identify)

**b.** Briefly describe the consultation process conducted with these stakeholders and summarize the feedback received.

- The Faculty consulted with staff and students through committee meetings. The feedback received from staff was they believed this program did not have adequate support to thrive. The feedback received from students was they were not as interested in pursuing this undersubscribed and specialized major as there were fears of finding work after and having support throughout their program.

**c.** Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.

- With the suspension of this specialization, limited impact is anticipated. Resources that were being attributed will be reallocated to other areas.

**Reviewer's Comment:**

## SECTION B: SUSPENSION EXTENSION

### SECTION A: RATIONALE

**a.** Briefly describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)

- n/a

**b.** Briefly explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).

- n/a

**c.** If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.

- n/a

**d.** Explain how the duration of the suspension extension was determined.

- n/a

**Reviewer's Comment:**

### SECTION B: OTHER CONSIDERATIONS

**Question from GFC Elected Academic Staff Member Odile Cisneros on Campus Saint-Jean (CSJ)**

1. Given the specificity of CSJ as a francophone institution, why was no competent francophone organization(s) and/or scholar(s) involved in the implementation of the decolonization process at CSJ?
2. Given the central role of the Oblates in the preservation and promotion of French language and culture in Western Canada, wouldn't it be more constructive to present the complexity of their contribution instead of erasing their legacy?

**Response from Jason Carey, Dean, Faculté Saint-Jean**

1. Campus Saint-Jean's priority is to initially work with recognized First Nations, Métis and Inuit partners and organizations, in line with the University's Indigenous Strategic Plan. Francophone organizations and/or scholar(s) will be involved in subsequent stages.
2. Campus Saint-Jean will continue working with recognized First Nations, Métis and Inuit partners and organizations, as well as with francophone organizations and researchers to determine how Campus Saint-Jean's history should be presented, in an inclusive and pedagogical manner.

**Question on Wellness Supports to Vice-Provost and Dean of Students from Spencer Proctor, Elected GFC representative Faculty of Agriculture, Life and Environmental Science (ALES)**

At GFC this year we have heard from several student support groups and associations regarding the financial and living challenges for our students from 2022 into 2023.

There have been anecdotal concerns about the capacity/ability of several Divisions of the Health and Wellness on campus to adequately deliver health supports to our student and staff body.

1. Would it be possible to receive an update on the current capacity/demand of the Health and Wellness Divisions to deliver services, potential wait times and/or resourcing issues.
2. If indeed there are issues with capacity to deliver services, what are the main limitations to being able to improve services?
3. Are there any other matters that GFC should be aware of in order to assist the Divisions of the Health and Wellness to meet demand?

**Answer from Vice-Provost and Dean of Students, Ravina Sanghera**

Would it be possible to receive an update on the current capacity/demand of the Health and Wellness Divisions to deliver services, potential wait times and/or resourcing issues.

The Office of the Dean of Students Health and Wellness Services provides a range of medical, mental health, and social services to the university community. Services are intended to support student academic and life success. During the 2024 academic year, demand for services has remained high with DoS mental health clinicians (e.g. Counselling and Clinical Services, Sexual Assault Centre, Wellness Supports) providing more than 8850 appointments between April 1 - December 31st compared with approximately 8500 appointments during the same period last year. The University Health Centre has provided more than 24,000 medical appointments to students, faculty and staff, which is on par with 2023 patient data. The clinic's consistent numbers are representative of the UHC operating at a maximum capacity throughout the academic year. Each service maintains a goal of 72 hours to connect help-seeking students to appropriate services. Although this goal has generally been achieved during the 2024 academic year, it has proven untenable for CCS and Wellness Support, with wait times surpassing 72 hours and students requiring referral to external community resources.

1. If indeed there are issues with capacity to deliver services, what are the main limitations to being able to improve services?

The increase in demand for Health and Wellness services has been largely attributed to the impacts of the pandemic (e.g. both delayed mental health and physical health treatment) in conjunction with the shifting economy, decreased access to greater community health services, and an increasing student population at the University of Alberta. Of those who are seeking services, there is a marked increase in the complexity and/or chronic nature of those cases. Limitations to meeting demand include a growing gap in clinician staffing, lack of appropriate

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space to facilitate additional clinicians and increasing competition in recruiting for limited clinical resources.

2. Are there any other matters that GFC should be aware of in order to assist the Divisions of the Health and Wellness to meet demand?

To address this increasing demand, the Office of the Dean of Students continues to enhance health and wellness staffing and strengthen collaboration with greater community partners. The Office of the Provost and Vice-President Academic has provided \$1.7 million in sustained additional funding with which to increase the Counselling and Clinical Services clinician team by eight (total clinicians anticipated to reach 23 by fall 2024) and seeking diversity and lived experience in those clinician hires. Concurrently, CCS will be introducing a single session model of care that will sit alongside traditional clinical services and offer students more choice in their treatment. DoS is currently hiring for a new occupational therapist position with which to support students who are navigating accommodation and accessibility needs, ableism concerns and other mental health and wellness factors that fall within the occupational profession. An additional Student Care Coordinator position has been added to the DoS Care Team with which to support students in distress and facilitate navigation. An additional half-time psychologist has been added to the Sexual Assault Centre psychological Support Programme to assist survivors of sexual and gender-based violence. An additional social worker FTE has been added to the Wellness Supports Team and additional administrative support has been recruited to the University Health Centre to enhance medical services.

DoS is also leading the implementation of the [National Standard for Mental Health](#) and Wellbeing of Post-Secondary Students across its multiple campuses to shape the future of student mental health services and supports at the U of A. The National Standard is being implemented in lockstep with the [Student Experience Action Plan](#) and falls under the auspices of the [Culture of Care](#).

It is important to emphasize that campus health and wellness services work closely with other campus partners and greater community services as there is a shared responsibility in caring for members of our university community. Now in its second year, DoS continues to collaborate on a project with AHS to co-locate an AHS Mental Health Therapist on our campus to which our clinicians can refer when it most appropriate for a student to access AHS services and outpatient programs.

To continue to monitor the health and wellness needs of our community, DoS will be administering the [Canadian Campus Wellbeing Survey \(CCWS\)](#) to the U of A community between Jan 22 - Feb 16.



**Question from GFC Elected Academic Staff Member Sujata Parsad on Electricity Demands and Power Usage**

Given January 13th Emergency Alert warning of possible power outages and urging Albertans to conserve power, what would be the impact on the University if this were to happen mid-week? Does the University have contingency plans in place to manage in case of disruption to provincial energy generation?

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

Yes, the university has contingencies in place for all manner of electrical disruption. Each course of action is dependent upon the time of day and, more importantly for us, the time of year. Generally speaking through, when the Alberta Electric System Operator (AESO) issues an emergency power grid alert, the following are potential actions:

- The heating plant will attempt to maximize the generation of electricity to minimize the amount of power the university is drawing from the electrical grid.
- Some heating plant equipment can be switched from electrical drives to steam drives (if available).
- During the summer, the cooling plant can dispatch the thermal energy storage system and shut down some large chillers to decrease our electrical demand.
- As a last resort, power can be diverted from lower priority facilities (e.g. parking lots) to ensure high priority needs (e.g. hospitals, critical research, and emergency power) are met.
- An emergency response communication protocol is in place, including campus-wide communications requesting people to limit the amount of electrical energy used on campus.



Decision  Discussion  Information

**ITEM OBJECTIVE:** To consult GFC of the draft Student Academic policy suite.

<b>DATE</b>	January 29, 2024
<b>TO</b>	General Faculties Council
<b>RESPONSIBLE PORTFOLIO</b>	Provost and Vice-President (Academic)

**Consultation Overview**

Over the course of Fall Term 2023, we brought the draft Student Academic Integrity Policy suite to Council on Student Affairs, Student Conduct Policy Committee, and General Faculties Council Executive Committee for discussion. In addition, we distributed copies of the draft policy to Faculty Decision Makers, Associate Deans whose mandate included student discipline and/or academics, the Directors and staffs of the College Departments of Education, offices in the Dean of Students Portfolio and the people in the Office of the Provost that provide academic support to students or have mandates to help them address conduct or equity issues. We also worked with the Students Union and the Graduate Students Association on getting feedback from students. We have attached a list of individuals and groups who we either met with or who provided written feedback on the policy suite. We still need to consult with the Association of Academic Staff of the University of Alberta but expect that will happen in January 2024.

**Approval process**

The General Faculties Council is responsible for the general supervision of student affairs at the University of Alberta and may, subject to a right of appeal to the Board of Governors, discipline students attending the university. The Board may delegate in writing to any person any power, duty or function conferred or imposed upon it by the PSLA, except for the power to make bylaws. The Student Academic Integrity Policy suite includes a Student Academic Misconduct Appeal Procedure (the "Appeal Procedure"). The Appeal Procedure specifically contemplates that the Board will delegate the powers and functions in the appeal process to the "persons identified in [the Appeal Procedure]". As such, the Board will need to consider and make a delegation of authority in respect of the Appeal Procedure. It is currently expected that the Board Learning, Research and Student Experience Committee will review the making of this delegation of authority at its meeting scheduled for March 8, 2024 and make a recommendation to the Board for consideration at its meeting on March 22, 2024.

**Issues raised in consultation:**

There has been strong support for the draft policy in all the consultations we have done, particularly the inclusion of non-disciplinary accountability options. Feedback has helped us to identify areas where the language could be clearer, including ensuring understanding that University expectations for equity apply in student conduct processes. Some Associate Deans also raised questions about the availability of resources for implementation of the policy at the Faculty level, particularly for non-disciplinary accountability options.



### **Current plans**

- Chris Hackett and Jay Jorgensen will consult with AASUA in January 2024
- Student Conduct and Accountability will begin working with the College Departments of Education and Faculty Decision maker, as well as other student support offices, to develop training for decision makers, resource documents for all participants, and processes that decision makers will be able to use in non-disciplinary accountability options.
- SCA will hire additional staff to develop resources on student citizenship, including academic integrity, which will be available in September 2024 to Faculties to use to address concerns about student academic conduct under the policy.
- Starting July 15, 2024, Chris Hackett, as part of a two year post-retirement contract, will transition from his role as the Director of SCA to focussing on support for the implementation of the SAIP.

### **Policy drafts**

The attached drafts and background information are the ones we have been circulating as part of the consultation process. Jax Oltean, Deborah Eerkes, and Chris Hackett will integrate feedback received during consultations and revise the draft policy in January 2024.

### **Background**

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

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

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



Analysis / Discussion

The key issues the policy suite is intended to address are:

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

**Risk Discussion / Mitigation of the Risk**

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

**Next Steps**

After completing the consultation process we will submit a final draft to General Faculties Council for approval.

**Supporting Materials:**

Document 1: Draft of the proposed *Student Academic Integrity Policy*

Document 2: Draft of the proposed *Student Academic Integrity Procedure*

Document 3: Draft of the proposed *Student Academic Misconduct Appeal Procedure*.

<b>Persons and groups who we have been in contact with, presented to, or sent written submissions on the Student Academic Integrity Policy Suite Draft</b>
Student Conduct Policy Committee
Council on Student Affairs
GFC Executive Committee
Dean of Student's Advisory Council
Pedro Almeida, VP Academic, Student Union
Student Union Student Council
Student Union Council of Faculty Associations
Student Union - GFC student caucus
Rija Kamran, VP Academic, Graduate Students Association
Graduate Students Association Council
Indigenous Graduate Students Association
Kumarie Achaibar-Morrison and Xiaobing Lin, International Student Services
Sharon Stearns, Academic Success Centre
John Fontaine, Academic Success Centre
Kate Pratt, Academic Success Centre
Mebbie Bell, Accomodation & Univ Design
Deboorah Eerkes, Sexual Violence Response Coordinator, Office of the Provost
Lula Adam, Coordinator, Student Equity Diversity and Inclusivity, Dean of Students Portfolio
Suzanne Butler, First Peoples' House
Jax Oltean, Office of General Counsel
Darin Mckinley, Office of General Counsel
Office of the Student Ombuds
Evelyn Hamdon, Senior Advisor, Equity & Human Rights, Office of the Provost & Vice-President Academic
Donnell Willis, Safe Disclosure & Human Rights Advisor, Safe Disclosure & Human Rights
Ada Chan-Cumming, Enrolment Systems & Service Innovation
Laura Riley and Charlene Scharf, Appeals and Compliance Coordinator, University Governance
College of Natural and Applied Sciences, Department of Education
College of Health Sciences, Department of Education
College of Natural and Applied Sciences, Faculty Decision Makers
College of Natural and Applied Sciences, Associate Deans

College Departments of Education conduct administrators
College of Social Sciences and Humanities, Undergraduate Associate Deans
Lisa Purdy, Associate Dean, Faculty of Medicine and Dentistry
Shirley Schipper, Vice-Dean, Faculty of Medicine and Dentistry
Rebecca Nagel and Temitope Oriola, Associate Deans (Undergraduate), Faculty of Arts
Helen Vallianatos - Associate Dean Academic, College of Social Sciences and Humanities
Hassan Safouhi, Vice-doyen, Campus Saint Jean
Brandon Alakas, Associate Dean and Stacy Lorenz, Vice-Dean - Augustana Campus
Sean Robertson, Associate Dean, Faculty of Native Studies
Christine Whelan, College of Social Sciences and Humanities, Academic Integrity and Discipline Coordinator
Cagri Ayranci, Associate Dean, Faculty of Graduate and Postdoctoral Studies
Allen Ball, Associate Dean (Academic), Online and Continuing Education
Farha Shariff, Special Adviser EDI to the Dean of the Faculty of Education
Angela Bayduza, Associate Dean Undergraduate, Faculty of Kinesiology, Sport, and Recreation

**Original Approval Date:**

**Most Recent Approval:**

**Most Recent Editorial Date:**

## Document 1:

### Student Academic Integrity Policy

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

#### Overview

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

People with diverse interests and cultures from all over the world and from all walks of life are part of the University of Alberta community and learning environment. The university is a shared space for diverse scholarship, research, and learning communities. The university's faculty, staff, and students live, work, explore, teach, and learn alongside each other; those differences are part of the backbone of the institution that gives it strength and supports its central mission. What each individual does affects the other members of our community and everyone must be prepared to be accountable for their actions.

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

## Purpose

The purpose of this policy is to:

- set out the conditions under which this policy applies;
- set out the principles that will guide the interpretation and application of this policy;
- situate the academic integrity process in relation to concurrent external and internal proceedings;
- identify on-campus academic resources for students;
- identify behaviours which are unacceptable and constitute academic misconduct;
- provide for non-disciplinary accountability options in appropriate cases;
- outline some aspects of the complaint process such as the applicable standard of proof and acceptable forms of evidence;
- authorize and set out the principles that will guide the application of sanctions for academic misconduct that has been found to have occurred;
- provide clarity on privacy, disclosure and confidentiality;
- stipulate required training for those who administer academic integrity processes;



- articulate the delegated authority under the *Alberta Post Secondary Learning Act (PSLA)* to discipline students for academic misconduct, subject to an appeal to the Board of Governors;
- provide for periodic review of, and amendments to, this policy and its related procedures; and
- provide definitions which apply to this policy and its related procedures.

## Policy

### 1. Application

a. This policy applies to all alleged academic misconduct by a student or students by any means whatsoever (including virtual or online), that has a real and substantial link to university academic and scholarly activities and/or a material effect on the university's **academic reputation**.

b. The determination of whether any academic misconduct has a real and substantial link or material effect may be made by a **Dean** or any individual or body who has been delegated the authority to investigate or make decisions under this policy and its associated procedures.

### 2. Guiding Principles

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

a. The university is responsible for taking reasonable steps to maintain academic integrity and protect the integrity and value of the University of Alberta degrees and other accreditations, its academic mission, and its reputation for excellence in scholarship and research. Wherever possible, the university should provide both general and program specific educational materials and opportunities to help students learn their individual responsibilities.

b. All members of the university community are entitled to a fair, vibrant and supportive **learning environment**. Students are expected to conduct themselves with honesty, fairness, trust, respect, responsibility and courage, aligning their behaviour with the fundamental values of academic integrity as described by the International Center for Academic Integrity.

c. The university will create a supportive space for students to be accountable, for example by undertaking skill-building and remedial activities to correct their behaviour, taking steps to align future conduct with the principles of academic integrity, and/or repairing harm resulting from their academic misconduct. Where appropriate, Deans and those involved in addressing

academic misconduct are encouraged to explore **non-disciplinary accountability options**, including remedial, restorative, transformative, or other voluntary facilitated resolution options.

d. The student life cycle at the university requires that academic misconduct be addressed fairly and in a timely way.

e. Students who are the subject of a complaint are entitled to an appropriate level of procedural fairness. Respondents under this policy have the right to:

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

### 3. On Campus Academic Resources for Students

The [name of info doc - to be developed] describes the academic supports and resources available to assist students in aligning their academic success with the fundamental values of academic integrity.

### 4. Concurrent proceedings

### External proceedings

a. This policy and its associated procedures are independent of any external professional regulatory or other proceedings. Any aspect of the complaint process under this policy or its associated procedure may occur concurrently with, prior to, or following any such professional regulatory or other proceeding. In this regard,

i. The university is responsible for determining whether a student has violated this policy and is not responsible for determining violations of professional, regulatory or other proceedings.

ii. Where an incident is also being addressed by another body or authority, the university may, in its sole discretion, proceed with or suspend any aspect of the complaint process under this policy or its associated procedures.

### Internal proceedings

b. The conduct underlying an alleged violation of this policy may also provide the basis for a violation of another university policy including, but not limited to, the

i. *Student Conduct Policy* where, for example, there is an allegation of theft of resources to facilitate cheating. In such cases, the procedure set out in the *Student Misconduct Complaint Procedure* will apply.

ii. *Practicum Intervention Policy* where, for example, there is an allegation of misrepresentation of facts in the context of a practicum. In such cases, the procedures set out in the *Practicum Intervention Policy* will apply.

iii. *Information Technology Use and Management Policy* where, for example, there is an allegation of misuse of university IT resources involved in an academic integrity violation. In such cases, the academic integrity violation will be addressed under the *Student Academic Misconduct Procedure* and, independently, under the *IT Use and Management Policy*.

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

v. In any other case, the offices of administrative responsibility for the *Academic Integrity Misconduct Procedure* and the other relevant policy or procedure shall jointly and in a timely manner determine whether it would be appropriate to apply

- only one of the procedures to address the student's conduct, or
- both procedures

#### **4. Academic Misconduct**

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

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

#### **5. Non-disciplinary Accountability Options**

a. Where non-disciplinary accountability options are determined to be appropriate, their aim is similar to the aim of sanctions set out in 7b below, but in addition, their aims in general are to:

- i. educate and develop the student's understanding of the harms caused by academic misconduct and the importance of academic integrity;
- ii. provide them with skill-building resources to enable them to align their behaviour with the fundamental values of academic integrity;
- ii. create a safer space for students to accept responsibility and be accountable for their academic misconduct and to provide redress to the community affected by the harm resulting from their academic misconduct.

#### **6. Complaints**

The following applies to complaints.

##### Assistance for Students

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

##### Standard of Proof

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

##### Evidence

c. The academic integrity process is not bound by the same rules of evidence as would apply in a court of law such as the *Alberta Evidence Act* or the law of evidence applicable to judicial proceedings. Decision makers under this policy and associated procedures can accept and consider any credible information that is relevant to the complaint including, for example, hearsay evidence.

### Participation in Complaint Process

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

## **7. Sanctions**

a. The university imposes disciplinary sanctions on students when it has been established through the complaint process that they have violated this policy.

b. The aim of sanctions in general is to:

- i. protect the value and integrity of academic credentials, as well as the university's academic mission and reputation for excellence in scholarship and research;
- ii. foster a safe, supportive and vibrant learning environment;
- iii. promote accountability to individuals and the community; and/or
- iv. rehabilitate the respondent, where possible.

c. Sanctions are meant to be proportionate based on the nature of the violation and the desire to accomplish the above aims through the least restrictive means. When considering sanction(s), a decision-maker can take into account any relevant factors.

d. Sanction descriptions and their impact are detailed in Schedule B. Available sanctions include:

- Academic integrity conditions
- Grade reduction, grade of F or NC in a course
- Refusal to consider current and/or future applications
- Reprimand
- Rescission of an admission offer
- Suspension from academic program
- Expulsion

- Suspension of a degree
- Rescission of a degree

## **7. Privacy and Personal Information**

a. Any use and disclosure of personal information contemplated in this policy and the related procedures will be in accordance with the *Freedom of Information and Protection of Privacy Act* of Alberta.

b. Privacy and the protection of personal information are essential for creating a safe space for students to be accountable and provide redress for the harm resulting from their academic misconduct and to be able to respond to allegations. The university will protect the privacy of a respondent to a complaint; however, it is important to note that there may be limits to the university's ability to do so, when:

- i. there is a risk of harm to self or others;
- ii. as necessary to administer an investigation, hearings, sanctions or other elements of the student academic integrity process; or
- iii. reporting or action is required or authorized by law, including but not limited to the *Freedom of Information and Protection of Privacy Act* of Alberta

c. In such cases, the use or disclosure of information will be limited to that which is reasonably necessary and only to those with a need to know. The extent to which the university can maintain the privacy of a respondent to a complaint will be determined on a case-by-case basis. The university will endeavour to inform respondents of the limits of protection of personal privacy and confidentiality.

## **8. Confidentiality of the Academic Misconduct Process**

a. University employees will only use or disclose personal information that they learn solely as a result of administering or participating in the academic integrity process in accordance with section 7 above. Contact the Information and Privacy Office for guidance about confidentiality and privacy.

b. Parties and witnesses should not make public another individual's personal information that they learn solely through any university process such as a complaint, investigation, hearing, or non-disciplinary accountability options and should refrain from:

- i. posting another individual's personal information on social media or online,
- ii. distributing confidential university documents in whole or in part,

iii. sharing another individual's personal information with individuals outside of their immediate circle of support, and

iv. prompting or eliciting others to disclose another individual's personal information.

c. The university does not prohibit parties and witnesses from speaking about their own experiences, including, but not limited to, seeking support for rehabilitation. However, when disclosing another individual's personal information within their immediate circle of support, the party or witness is also responsible for communicating the need to keep the information confidential.

d. In any event, inappropriate disclosure of another individual's personal information may affect the integrity of a university process, breach another individual's privacy rights, and/or bring about other legal risks for the individual who breaches another individual's privacy rights.

## **9. Required Training**

a. All individuals involved in administering, advising on or adjudicating academic integrity complaints will be required to have appropriate training as outlined in the *Academic Integrity Training Information Document* which will include training in procedural fairness and training to recognize and mitigate biases in processes and decision-making, and other relevant topics.

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

## **10. Delegation**

Section 31 of the *Post-Secondary Learning Act* (PSLA) gives General Faculties Council (GFC) general supervision of student affairs including authority over student discipline. The GFC may, subject to an appeal to the Board, discipline students. In addition to this authority over student discipline, the GFC may, under the PSLA, delegate its power to discipline students.

Under this authority, the GFC has adopted and approved this *Student Academic Integrity Policy* and the associated procedures and has delegated the functions in the student academic integrity conduct process to the persons identified in this policy and the *Student Academic Misconduct Procedure*.

As noted, GFC's authority to discipline students is "subject to a right of appeal to the board". To fulfil this appeal function, the Board has adopted and approved the *Student Academic Misconduct Appeal Procedure*, and has delegated the functions in the appeal processes to the persons identified in the *Student Academic Misconduct Appeal Procedure*.

## **11. Review and Amendments**

a. This policy will be reviewed from time to time as necessary, but at a minimum every five years. Amendments to the *Student Academic Integrity Policy* and *Student Academic Misconduct Procedure* proceed as follows:

i. The Student Conduct Policy Committee (SCPC) decides which amendments are editorial.

ii. On delegated authority from GFC, the SCPC will approve all editorial amendments to this policy and the *Student Academic Misconduct Procedure*.

ii. Where the SCPC deems amendments to this policy and the *Student Academic Misconduct Procedure* to be substantive, the SCPC will forward the amendments to the GFC Executive Committee, which will decide whether or not it can act on behalf of GFC.

iv. GFC has final authority on amendments to this policy and the *Student Academic Misconduct Procedure*, except where they pertain to the Board's authority as described in section 10 above.

b. Amendments to the *Student Academic Misconduct Appeal Procedure*:

i. The GFC Executive Committee will approve editorial amendments to the *Student Academic Misconduct Appeal Procedure*.

ii. All substantive changes to the *Student Academic Misconduct Appeal Procedure* will proceed to the BLRSEC, which will decide whether or not it can act on behalf of the Board of Governors.



## SCHEDULE A - ACADEMIC MISCONDUCT

### 1. Plagiarism

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

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

### 2. Examination Cheating

In an examination, test, quiz or other similar assessment activity that takes place in a testing environment (including proctored or non-proctored, in-person or online assessment activities):

- a. obtaining or attempting to obtain information from another student or other unauthorized source,
- b. giving or attempting to give information to another student, or
- c. using, or attempting to use or possessing for the purposes of use any unauthorized material or device.
- d. Representing or attempting to represent oneself as another, or attempting to have oneself represented by another in an examination, test, quiz or other scholarly activity.

### 3. Contract Cheating

Using a service, company, website, or application to

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

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

### 4. Unauthorized Collaboration

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

- a. Submitting any assignment as the student's own work

- i. which contains material generated by anyone other than the student named on the assignment, and
    - ii. without acknowledgement and the express permission of the instructor.
  - b. Representing another's substantial editorial or compositional assistance on a course element, or any other academic or scholarly activity, as one's own work, to the extent that the work could not have been generated by the student independently but for the assistance.
  - c. Advising, encouraging or knowingly aiding or assisting another person, directly or indirectly, to commit any violation under this policy.
5. **Misrepresentation**
  - a. Misrepresenting pertinent facts to any member of the university community for the purpose of obtaining unfair academic advantage.
  - b. Including in any course element or scholarly activity a statement of fact the student knows to be false, a reference to a source the student knows to contain fabricated claims (unless acknowledged by the student), or a fabricated reference to a source in any academic submission for assessment or credit.
  - c. Failing to provide pertinent information on an application for admission.
  - d. Misrepresenting or falsifying academic credentials, or altering an official university certification document or transcript for use in external applications including but not limited to, jobs, grants, co-op, placements, and other professional activities.
6. **Unauthorized Resubmission**

Submitting in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any course element which has previously been submitted for credit in another course. or which has been or is being submitted by the student in another course or program of study in the university or elsewhere.
7. **Misuse of Confidential Materials**
  - a. Gaining access to, distributing, or receiving any confidential academic material such as pending examinations, laboratory results or the contents thereof from any source without prior and express consent of the instructor.
  - b. Selling, distributing or sharing course materials not owned by the student, such as lecture materials, handouts, assignment or exam questions, slide presentations and other similar materials.
8. **Research and Scholarship Misconduct**

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

## SCHEDULE B - SANCTION DESCRIPTIONS AND IMPACT

### 1. Academic Integrity Conditions

- a. Academic integrity conditions are specific conditions or restrictions for a time not to exceed the duration of the respondent's program, that may include the following:
  - i. not to commit any further violations during the term of the conduct conditions;
  - ii. to complete a relevant reflection assignment;
  - iii. to write a letter of apology;
  - iv. to complete an academic integrity workshop or other scholarly activity for intellectual development;
  - v. to meet such other reasonable conditions considered desirable for protecting the integrity and value of the University of Alberta degree or other accreditations.
- b. Academic integrity conditions will specify who has the responsibility to ensure compliance with the terms and to certify, when and as necessary, that the conditions have been met to a reasonable standard of performance, or have been breached.
- c. The sanction of academic integrity conditions will specify a secondary sanction to be imposed should the respondent not meet the conditions specified. Any appeal of the academic integrity conditions must be made at the time the initial sanction is imposed and within the time limits set out in the *Student Academic Misconduct Appeal Procedure*. If the conditions are not met, no further appeal is available when the specified additional sanction is imposed.
- d. The details of any academic integrity conditions will be kept in the student's discipline file according to the established record retention schedule.
- e. Any subsequent conduct that constitutes a breach of the prescribed conduct conditions during the defined period may lead to additional proceedings under this policy.

### 2. Grade Reductions

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

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

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

### 3. Refusal to Consider Applications

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

### 4. Reprimand

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

## 5. Rescission of Admission Offer

- a. Rescission of any current offer of admission received by the applicant, whether conditional or final, and cancellation of any registration. This sanction may only be imposed for application-related offences.

## 6. Suspension from Academic Program

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

## 7. Expulsion

- a. Expulsion is a complete withdrawal from the university for an indefinite period of time.

- b. Expulsion will be noted in the respondent's academic file in the Faculty in which they are registered, as a negative service indicator in the student's central academic record and on the student's transcript in perpetuity.
- c. The respondent will receive credit for any course passed before the effective date of the expulsion. Withdrawals resulting from a decision of expulsion will show as grades of "W" on the respondent's transcript and will remain part of their central academic record.
- d. A respondent will be withdrawn from all courses as of the date of expulsion; the fee refund dates outlined in the *University Calendar* will apply.
- e. The respondent may, after no less than four years have elapsed, petition the Provost to be readmitted. The petition must include a description, with supporting evidence, of how circumstances have changed since the decision expelling the student was made. On receiving the request, the Provost will consult with the Student Conduct Officer and the Faculty/College from which the respondent was expelled. The decision is final and not subject to appeal.
- f. Any course work completed at any institution during the period of expulsion will not be accepted as credit towards a student's degree or other accreditation, or for admission to a program, or any other certification at the University of Alberta.

## **8. Suspension of a Degree**

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

suspension of a degree. In the case of a professional degree, this would include notification to the appropriate professional body. The decision of the Provost respecting this recommendation shall be deferred until any appeal is heard and decided. The decision of the Provost is final and binding.

## **9. Rescission of a Degree**

- a. Rescission of a degree means that the original award of a degree will be perpetually deleted from the student's central academic record. The student's transcript will indicate that the degree has been rescinded.
- b. The Student Conduct Officer may recommend to the Provost that the university publish notification of the rescission of the degree. In the case of a professional degree, this would include notification to the appropriate professional body. The Provost's decision to act on this recommendation shall be deferred until an appeal is heard and decided.

## Definitions

<p>Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.</p>	
<p><b>Academic and scholarly activities</b></p>	<p>Includes, but is not limited to, course elements, conferences, presentations, publications, research, training, field work, or any other activity that is part of the academic mission of the university.</p>
<p><b>Academic credentials</b></p>	<p>Any University of Alberta certification of completion and/or proficiency, including but not limited to: degrees, diplomas, certificates, badges, credits and any other form of accreditation granted by the university.</p>
<p><b>Academic File</b></p>	<p>The file detailing a Student's academic progress held in the office of the Faculty in which the Student is enrolled and, for graduate students, in the office of the Department (or in non-departmentalized Faculties, the Faculty) responsible for delivery of the graduate program.</p>
<p><b>Academic integrity</b></p>	<p>Academic integrity refers to the expectations that every member of an academic community will conduct their studies, research, and teaching with the highest standards of ethical conduct. The International Center for Academic Integrity, through their fundamental values project, defined six values that are foundational to all academic work: honesty, trust, fairness, respect, responsibility, and courage. Those values should be kept in mind while reading this policy.</p> <p><a href="https://academicintegrity.org/images/pdfs/20019_ICAI-Fundamental-Values_R12.pdf">https://academicintegrity.org/images/pdfs/20019_ICAI-Fundamental-Values_R12.pdf</a></p> <p>When a student engages in academic misconduct and, therefore, fails to uphold the values of academic integrity, the merit, contribution to, or the value of the student's work is distorted. This may confer an unfair academic advantage on that student that is unavailable to other students doing that same work honestly and in accordance with the values of academic integrity.</p>
<p><b>Academic misconduct</b></p>	<p>Prohibited conduct as set out in Schedule A of the <i>Student Academic Integrity Policy</i>.</p>



<b>Advisor</b>	An individual who assists a respondent during the disciplinary process. Assistance may be provided by the Office of the Student Ombuds, Student Legal Services, legal counsel or another advisor chosen by the respondent.
<b>Application-related misconduct</b>	Misconduct committed by a student while applying to enter a program. The prohibited conduct outlined in the <i>Code of Applicant Behaviour</i> .
<b>Balance of probabilities</b>	The standard of proof required to find a violation of this policy. This standard requires that it is more likely than not, based on the available evidence, that the respondent was in violation of this policy.
<b>Central academic record</b>	A continuing record maintained by the Office of the Registrar, where all matters relating to courses, grades, and academic standing and probation are permanently recorded. Transitory notations, such as service indicators are also noted in the central academic record while they are in effect.
<b>Course element</b>	Any activity or work product submitted for evaluation in a course or program of study including, but not limited to, written or oral exams, quizzes, assignments, presentations, papers, practicums, theses, dissertations, and labs.
<b>Dean</b>	<p>“Dean” means</p> <ul style="list-style-type: none"> <li>• the Dean of the Faculty, or their delegate, in which a course is offered when the allegation of academic misconduct occurs in a course element, or</li> <li>• the Dean of the Faculty, or their delegate, to which a student applied or has applied, for application-related offences, or</li> <li>• the Dean of the Faculty, or their delegate, in which the student is enrolled, in all other cases</li> <li>• The Registrar or their delegate where a student is enrolled in Open Studies</li> </ul>
<b>Discipline File</b>	The file containing the disciplinary proceedings undertaken in relation to a Student, including but not limited to, the charges laid, the evidence collected, any non-adjudicative or educational agreements and their outcomes, and the findings, if any, of the

	<p>decision-maker. Discipline Files are held electronically and are added to as cases progress through the process described in the Student Academic Misconduct Procedure and the Student Academic Misconduct Appeal Procedure. Discipline Files held by Faculty and Department offices must be kept separate from Academic Files, but in cases where a Student has been found to have committed an offence of Inappropriate Academic Behaviour, a copy of the final decision may be kept with the Student's Academic File.</p>
<b>Hearing</b>	<p>The opportunity for students to provide or respond to information, arguments, and evidence in a complaint process. A hearing can take the form of written document exchange and/or one or more oral meetings, either virtual or in-person, with the decision maker.</p>
<b>Instructor</b>	<p>An individual who is responsible for the administration of a University course or program of study, including but not limited to: the individual who taught the course, a course coordinator, a lab instructor, course captain, graduate supervisor, or supervisory committee chair. "Instructor" should be interpreted broadly to include any individual responsible for the assessment of student academic performance in a course or program of study.</p>
<b>Learning environment</b>	<p>The learning environment is to be understood broadly to encompass all aspects of university life. It includes:</p> <ul style="list-style-type: none"> <li>• physical and virtual spaces where university teaching, learning, work, research, residence, recreational and social activities take place;</li> <li>• University activities, events and functions, including, but not limited to, teaching, research, studying, work, administration, meetings, public service, travel, conferences, and training; public lectures, performances, student group events, and social or sports activities.</li> </ul>
<b>Negative service indicator</b>	<p>A transitory notation that can be placed on a student's central academic record during the period it is in effect. Service indicators assist staff in the provision or restriction of services but do not appear on a transcript. Negative service indicators can be used for financial, disciplinary or other extraordinary matters. Examples</p>

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

<b>Respondent</b>	A person responding to an appeal to the Student Misconduct Appeal Panel.
<b>Severe Sanctions</b>	Sanctions which directly affect a student's participation in their academic program or which affect the student's degree, including Suspension from an academic program, Expulsion from the university, Suspension of a degree, and Rescission of a degree.
<b>Student</b>	<p>An individual who is or has been registered as a student at the university whether or not for credit and includes current undergraduate and graduate students, postgraduate learners, former students, and graduates who have received a degree, diploma or certificate from the university.</p> <p>An individual ceases to be an applicant, and becomes a student when 1) they register for courses and 2) the add/delete deadline, as published in the <i>Calendar</i>, has passed. Application-related offences discovered after the individual becomes a student will be addressed under the <i>Student Academic Integrity Policy</i> or <i>Student Conduct Policy</i>.</p>
<b>Student Misconduct Appeal Panel</b>	The decision-making body authorized to hear appeals of the decisions of the Dean or the Student Conduct Officer.
<b>Student Conduct Officer</b>	The person responsible for making a decision on Faculty Decision-Maker recommendations for severe sanctions under the <i>Academic Integrity Policy</i> .
<b>Transcript</b>	A student's official academic record issued by the Office of the Registrar and bearing the signature of the Registrar. Information for the transcript is drawn from the central academic record. Information included on the University of Alberta transcript is found in the University Calendar.

## Related Links

### Information

- [International Center for Academic Integrity](#).
- [Electronic Communication Policy for Students and Applicants](#)
- [University Calendar](#)

### Sources of on-campus assistance

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

### Other related policies

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

If any of the links are broken, please contact [uappol@ualberta.ca](mailto:uappol@ualberta.ca)

## Published Procedures of This Policy

- Student Academic Misconduct Procedure
- Student Academic Misconduct Appeal Procedure

DRAFT

**Original Approval Date:**

**Most Recent Approval:**

**Most Recent Editorial Date:**

**Parent Policy: Student Academic Integrity Policy**

## Document 2:

### Student Academic Misconduct Procedure

<b>Office of Administrative Responsibility:</b>	Vice Provost and Dean of Students
<b>Approver:</b>	General Faculties Council
<b>Scope:</b>	This procedure applies to all University of Alberta <b>students</b> as defined in this policy.

#### Overview

As an institution of higher learning, the University adopts procedures that reflect its academic mission, that is, they aim to foster a vibrant and supportive **learning environment**, and, wherever possible, encourage rehabilitation, learning, remediation and personal accountability for students who have contravened the *Student Academic Integrity Policy*.

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

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

#### Purpose

The purpose of this procedure is to:

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

## Responsibilities

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

## Procedure

### 1. Raising Academic Integrity Concerns

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

### 2. Instructor's Recommendations to the Dean



a. As soon as possible after becoming aware of a potential violation of the *Academic Integrity Policy*, the Instructor will provide to the Dean a detailed account of the events that transpired, a brief explanation for their recommendations and supporting documentation or other information relevant.

b. The Instructor may recommend to the Dean that the academic integrity concern be addressed through

i. non-disciplinary accountability options; or

ii. a complaint process.

c. The Instructor may also include suggestions for specific non-disciplinary or disciplinary outcomes, depending on the overall approach they have chosen to recommend. If a non-disciplinary accountability option is recommended, the Instructor should include any ways in which they would be willing to participate.

### **3. Procedures to Decide Academic Integrity Pathway**

a. Upon receiving an academic integrity concern, the Dean will consider the information and the instructor's recommendation, if any, related to the academic integrity concern.

b. As soon as possible, the Dean will

- offer the student the opportunity to provide a brief written explanation, in a timely way, for their views on whether the concern should be addressed through non-disciplinary accountability options or through a complaint;
- offer the student the opportunity to provide any information to the Dean that is relevant to the decision on how to address the concern; and
- advise the student that they may consult with and be accompanied by an **advisor** at any point during an academic integrity process and provide the student with information about on-campus assistance.

c. The Dean may also offer to meet with the student, in-person or virtually.

d. In deciding how to address the academic integrity concern, the Dean may consider

- the information and the Instructor's recommendation, if any, related to the academic integrity concern;

- the views and information provided by the student;
- the student's participation in a prior non-disciplinary accountability option and/or prior history of policy violations, if any; and
- any other relevant information.

e. While the Dean will consider the instructor's recommendation and the views of the student as to how to address the academic integrity concern, the Dean is not bound by that recommendation or those views.

#### **4. Non-Disciplinary Accountability Options**

a. Where the Dean offers to address the academic integrity concern through non-disciplinary accountability options, the Dean will, in consultation with the student, determine what actions or assignments the student will undertake in order to

- i. educate and develop the student's understanding of the harms caused by academic misconduct and the importance of academic integrity; and
- ii. develop the student's knowledge, skills and abilities to enable them to align their behaviour with the fundamental values of academic integrity.

b. The actions and assignments will be set out in writing and agreement confirmed by the Dean and the student. The actions and assignments need to be specific and measurable and a date for their completion must be specified in the agreement. These agreements should not involve the original instructor in the course without their agreement.

c. The Dean will monitor the student's performance of the actions and assignments and may, in writing, agree to extend any timelines set out in the agreement.

d. The Dean will determine whether and when the student has successfully completed the actions and assignments by the timelines in their agreement. If the student disagrees with the Dean's determinations in any of these respects, the student may, within 5 working days of the decision, apply to a Student Conduct Officer for a decision on whether or not the terms of the agreement have been met. The Student Conduct Officer's decision is final.

e. Where the Dean determines that the student has successfully completed the actions and assignments as agreed, the Dean will confirm the student's successful completion of the non-disciplinary accountability option to the student's Faculty.

f. Where the Dean determines that the student has not successfully completed the actions or assignments as agreed, and following a decision by the Student Conduct Officer on any challenge by the student under Section 4d, the Dean will refer the matter to a Faculty Decision-Maker to address the academic integrity concern through the complaint process.

g. No information gathered in the course of carrying out a non-disciplinary accountability option will be used against a student in the complaint process.

h. A Dean may consider the student's successful completion of the actions and assignments in their agreement to determine whether any subsequent allegation of an academic integrity concern should be addressed through non-disciplinary accountability options or a complaint process.

i. A Faculty Decision-Maker may consider the student's successful completion of the actions and assignment in their agreement when determining a sanction, when a complaint process is used to address a subsequent academic integrity complaint.

j. Where the student completes their educational and/or non-disciplinary accountability expectations successfully, the academic integrity concern will be considered resolved and cannot subsequently be referred for a decision under the complaint process.

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

a. Where the Dean decides to address the academic integrity concern through the complaint process, the Dean will assign a Faculty Decision-Maker.

b. The Faculty Decision-Maker will

i. Offer the student a **hearing** to determine whether the student agrees with or disputes the facts of the academic integrity concern as disclosed by the instructor.

ii. The offer of a hearing will include

1. The purpose of the hearing,
2. The student's right to an advisor,
3. Reasonable disclosure of relevant information related to the academic integrity concern, and
4. Choice of hearing format, for example, written document exchange, or virtual or in-person meeting.

c. If the student disputes the facts, the Faculty Decision-Maker will review the matter further by talking with the relevant parties and complete any necessary investigation to arrive at a finding,

on a balance of probabilities, as to whether the student is in violation of the *Academic Integrity Policy*.

d. Only where the Faculty Decision-Maker has found the student to be in violation, prior to imposing a sanction, the Faculty Decision-Maker will

i. check to determine if the student has previously violated the *Student Academic Integrity Policy* or is or has been involved in any voluntary accountability options.

ii. only consider the student's previous violation or involvement in a voluntary accountability option for the purpose of determining an appropriate sanction.

e. Where the Faculty Decision-Maker determines, on a balance of probabilities, that the student has violated the *Student Academic Integrity Policy*, or where the student does not dispute the facts, the Faculty Decision-Maker may impose one or more of the following sanctions as set out in Schedule B of the *Student Academic Integrity Policy*, and specify any conditions or starting dates required by the following sanctions:

- Academic Integrity Conditions
- Grade Sanctions
- Reprimand
- Rescission of Admission Offer
- Refusal to Consider Application

f. In the event that the student refuses or fails to provide a response to the academic integrity concern within a specified period of time, the Faculty Decision-Maker will make a decision, which may include one or more sanctions, taking into account the available evidence.

g. The Faculty Decision-Maker will communicate their decision in writing to the student, normally within six weeks of receiving the complaint. The decision will include:

- a finding on whether the student is in violation of the *Academic Integrity Policy*,
- the sections of Schedule A of the *Student Academic Integrity Policy*, if any, the student is found to have violated,
- which sanctions, if any, they are imposing,
- any conditions imposed as part of those sanctions,
- any recommendation to the Student Conduct Officer, where applicable,
- the reasons for the findings and sanctions,
- the student's right to appeal, and
- the appeal deadline if there is no referral to the Student Conduct Officer.

h. The Faculty Decision-Maker will refer the case to a Student Conduct Officer where the Faculty Decision-Maker seeks to apply any of the following, which are considered to be **Severe Sanctions**:

- Suspension from an Academic Program
- Expulsion
- Suspension of a Degree
- Recission of a Degree

i. In making a referral to a Student Conduct Officer, the Faculty Decision-Maker will forward their decision, all relevant information and submissions collected or received by them and reasons for their recommendation of the above sanctions to the Student Conduct Officer.

## 6. Complaint Process for Student Conduct Officers

a. After receiving a recommendation from a Dean, the Student Conduct Officer will offer the student a hearing. The offer of a hearing will include:

- i. The purpose of the hearing,
- ii. The student's right to an advisor,
- iii. A description of the recommended sanction(s) and their implications, and
- iv. Reasonable disclosure of any information forwarded in support of the Faculty Decision-Maker's recommended sanctions and the reasons for the recommendation.

b. Where the student accepts the facts as laid out in the Faculty Decision-Maker's decision, the Faculty Decision-Maker's decision is confirmed and the student may make written or oral submissions about the recommended sanction(s) and their impact.

c. Where the student contests facts as laid out in the Faculty Decision-Maker's decision or the Faculty Decision-Maker's interpretation of the facts, the student may provide the Student Conduct Officer with a written or oral response to the Faculty Decision-Maker's decision along with any relevant information or supporting documents.

- i. The Student Conduct Officer may, at their discretion, engage in further investigation as necessary.
- ii. When the Student Conduct Officer is satisfied they have access to all of the available evidence, they will determine, on a balance of probabilities, whether the student was in violation of the *Academic Integrity Policy* ("Violation") or the violation was not established ("No Violation").

f. If a student declines the hearing, either directly or through missing a reasonable deadline for the hearing, the Student Conduct Officer will confirm the Faculty Decision-Maker's decision and proceed to a consideration of the recommended sanction(s).

g. Where the Faculty Decision-Maker's decision is confirmed, the Student Conduct Officer will determine sanctions, if any, from the list in Appendix B of the *Student Academic Integrity Policy*. The Student Conduct Officer will take into account:

- i. the recommendation of the Faculty Decision-Maker,
- ii. what they learned from the student,
- iii. the available supporting information, and
- iv. other relevant factors, including applicable prior conduct history.

h. The Student Conduct Officer will specify any starting dates, conditions or other details required for the sanctions imposed.

i. Any sanctions imposed by the Faculty Decision-Maker will stand unless the Student Conduct Officer finds that the student was not in violation of the *Academic Integrity Policy*.

- i. Where the Student Conduct Officer finds no violation, the earlier decision by the Faculty Decision-Maker will be set aside and, where applicable, the course element will be marked and factored into the student's final grade.

j. The Student Conduct Officer will communicate their decision in writing to the student, normally within six weeks of receiving the referral. The decision will include:

- whether the Faculty Decision-Maker's decision is confirmed or set aside,
- The sections of Schedule A of the *Student Academic Integrity Policy*, if any, the student is found to have violated,
- an overview of the evidence and arguments considered,
- information, including any history of related violations, that may have been influential in determining the appropriateness of the sanction(s),
- any sanctions imposed,
- any conditions imposed as part of those sanctions,
- the reasons for the findings and sanctions,
- information regarding deadlines and procedures for appeal, and
- a list of on-campus assistance.

k. Where the Student Conduct Officer is not able to provide the written decision within the timeline noted above, the Student Conduct Officer will give the student and the Faculty Decision-Maker written notice of the anticipated timeline for the decision.

l. The Student Conduct Officer's decision is subject to appeal by both the student and the Faculty Decision-Maker, as set out in the *Student Academic Misconduct Appeal Procedure*.

j. The Student Conduct Officer's decision is final and takes effect immediately, subject to an appeal under the *Student Academic Misconduct Appeal Procedure*.

## 8. Complaint Service and Notice

a. The Faculty Decision-Maker and, if applicable, the Student Conduct Officer will send their decision electronically to the

- i. student,
- ii. instructor who raised the academic integrity concern,
- iii. Dean of the College and/or Faculty in which the student is registered,
- iv. if applicable, student's advisor and Graduate Coordinator, and
- v. Appeals and Compliance Coordinator.

b. In addition, the Student Conduct Officer will provide a copy of the decision for information to the:

- i. Faculty Decision-Maker who referred the matter to the Student Conduct Officer,
- ii. Office of General Counsel, and
- iii. Vice Provost and Dean of Students.

c. All decisions will be communicated using university accounts. See the *Electronic Communication Policy* for Students and Applicants in the *University Calendar*. Where a student's advisor does not have a university account, the student may forward the decision to their advisor.

d. The Faculty Decision-Maker and/or Student Conduct Officer may also provide a copy or excerpts of the decision to any other University of Alberta unit as may be appropriate to administer the sanction or for other authorized purposes, for example, to units including, but not limited to, the following:

- i. The Office of the Registrar where a sanction is to be noted on the student's central academic record or transcript,
- ii. The partner institution for programs jointly offered with that partner institution, when the violation relates to the student's conduct at that partner institution.

## 11. Records

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

## Definitions

<p>Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.</p>	
<p><b>Academic integrity</b></p>	<p>Academic integrity refers to the expectations that every member of an academic community will conduct their studies, research, and teaching with the highest expectations of ethical conduct. The International Center for Academic Integrity, through their fundamental values project, defined six values that are foundational to every academic community: honesty, trust, fairness, respect, responsibility, and courage. Those values should be kept in mind while reading this policy.</p> <p><a href="https://academicintegrity.org/images/pdfs/20019_ICAI-Fundamental-Values_R12.pdf">https://academicintegrity.org/images/pdfs/20019_ICAI-Fundamental-Values_R12.pdf</a></p> <p>When a student engages in academic misconduct and, therefore, fails to uphold the values of academic integrity, the student’s merit, contribution to or the value of the student’s work is distorted. This may confer an unfair academic advantage on that student that is unavailable to other students doing that same work honestly and in accordance with the values of academic integrity.</p>
<p><b>Advisor</b></p>	<p>A person who assists a complainant or respondent during the disciplinary process. Assistance may be provided by the Office of the Student Ombuds, Student Legal Services, legal counsel or another advisor chosen by the respondent.</p>
<p><b>Dean</b></p>	<p>“Dean” means</p> <ul style="list-style-type: none"> <li>● the Dean of the Faculty, or their delegate, in which a course is offered when the allegation of academic misconduct occurs in a course element, or</li> <li>● the Dean of the Faculty, or their delegate, to which an applicant has applied, for application-related offences, or</li> <li>● the Dean of the Faculty, or their delegate, in which the student is enrolled, in all other cases</li> <li>● The Registrar or their delegate where a student is enrolled in Open Studies.</li> </ul>



<b>Faculty Decision-Maker</b>	The individual the Dean has delegated to hear and decide an academic integrity complaint.
<b>Instructor</b>	An individual who is responsible for the administration of a University course or program of study, including but not limited to: the individual who taught the course, a course coordinator, a lab instructor, course captain, graduate supervisor, or supervisory committee chair. "Instructor" should be interpreted broadly to include any individual responsible for the assessment of student academic performance in a course or program of study.
<b>Learning environment</b>	The learning environment is to be understood broadly to encompass all aspects of University life. It includes: • physical and virtual spaces where University teaching, learning, work, research, residence, recreational and social activities take place; • University activities, events and functions, including, but not limited to, teaching, research, studying, work, administration, meetings, public service, travel, conferences, and training; public lectures, performances, student group events, and social or sports activities.
<b>Non-disciplinary accountability options</b>	Collaborative facilitated processes to explore personal accountability options outside of a complaint. Designed to assist a person in identifying and ameliorating negative consequences of their behaviour, non-disciplinary accountability options are intended to be flexible and creative, and may include, but are not limited to: restorative practices, transformative justice, culturally-specific and appropriate practices, peacemaking circles, as well as educational and other voluntary facilitated resolution options.
<b>Severe Sanctions</b>	Sanctions which directly affect a student's participation in their academic program or which affect the student's degree, including: Suspension from an academic program, Expulsion from the university, Suspension of a degree, and Rescission of a degree.

<p><b>Student</b></p>	<p>A person who is or has been registered as a student at the University whether or not for credit and includes current Undergraduate and Graduate Students, postgraduate learners, former Students, and graduates who have received a Degree, diploma or certificate from the University.</p> <p>A person ceases to be an applicant, and becomes a student when they register for courses and the registration deadline, as published in the <i>Calendar</i>, has passed. Application-related offences discovered after the person becomes a student will be addressed under the <i>Student Academic Integrity Policy</i> or <i>Student Conduct Policy</i>.</p>
<p><b>Student Misconduct Appeal Panel</b></p>	<p>The decision-making body authorized to hear appeals of the decisions of the Dean or the Student Conduct Officer.</p>
<p><b>Student Conduct Officer</b></p>	<p>The person responsible for making a decision on Faculty Decision-Maker recommendations for severe sanctions under the <i>Academic Integrity Policy</i>.</p>
<p><b>Hearing</b></p>	<p>The opportunity for a student to provide or respond to information, arguments, and evidence in a complaint process. A hearing can take the form of written document exchange and/or one or more oral meetings, either virtual or in-person, between the decision maker and each of the parties and witnesses.</p>

## Related Links

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If any of the links are broken, please contact [uappol@ualberta.ca](mailto:uappol@ualberta.ca)

**Original Approval Date:**

**Most Recent Approval:**

**Most Recent Editorial Date:**

**Parent Policy: Student Academic Integrity Policy**

## Document 3:

### Student Academic Misconduct Appeal Procedure

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

#### Overview

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

Section 31 of the *Post-Secondary Learning Act (PSLA)* gives General Faculties Council (GFC) authority to discipline students, “subject to a right of appeal to the board”.

To fulfill this appeal function, the Board has adopted and approved this *Student Academic Misconduct Appeal Procedure* and has delegated the powers and functions in the appeal process to the persons identified in this procedure.

#### Purpose

This procedure sets out:

- the right of appeal;
- the timelines within which to initiate an appeal and the required content of an appeal;
- the composition of the **Student Misconduct Appeal Panel** (the “Appeal Panel”) and the manner in which the Appeal Panel is constituted;
- the required training of the Appeal Panel members;
- the procedures for an appeal;
- the process used to address procedural requests;
- the procedures and powers of the Appeal Panel; and
- the service of documents related to the appeal.

## Procedure

### 1. Right of Appeal

- a. The student has the right to appeal disciplinary decisions made by the Faculty Decision-Maker and of the Student Conduct Officer under the *Student Academic Integrity Policy*. Should a decision by the Faculty Decision-Maker be referred to the Student Conduct Officer with a recommendation for a severe sanction, the appeal of the Faculty Decision-Maker’s decision will be delayed until the Student Conduct Officer has completed their decision. Both the Faculty and the student have a right to appeal the final decision of the Student Conduct Officer. All appeals to the Appeal Panel must be submitted within 15 working days of the deemed receipt of the relevant decision. Where the student has appealed a decision, the Faculty Decision-Maker who made the original decision will act in response for appeals of both their and the Student Conduct Officer’s decisions.
- b. An **appellant** may appeal the decision of a decision maker on the following grounds:
  - i. The decision maker erred in their decision as to whether or not they had jurisdiction to apply the *Student Academic Integrity Policy*;
  - ii. The decision maker made an error in the finding of violation or no violation; and/or
  - iii. The decision maker did not meet the duty of procedural fairness for reasons including, but not limited to:

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

## 2. Initiating an Appeal

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

## 3. Appeal Panel Members

- a. For each appeal hearing the Appeal Panel will consist of one academic staff member as chair and two students. All Appeal Panel members (academic staff members and students) will be elected by GFC. In selecting members of the Appeal Panel, GFC will attempt to keep the membership of the Appeal Panel as broadly representative as possible given the available pool of candidates.
- b. GFC will elect a roster of up to seven academic staff members to serve as chairs of particular appeal hearings ("Roster of chairs"). The Appeal Panel chairs will serve a term of up to four years.
- c. GFC will elect a roster of 10 undergraduate students and 6 graduate students ("Roster of Students"). All student members will be elected to serve a term of up to two years and are eligible for re-election.
- d. When constituting the Appeal Panel, members will be chosen from the rosters listed above. The Appeals and Compliance Coordinator will endeavour to ensure that the Appeal Panel chair and members are impartial and free from conflicts of interest.
- e. When an appeal hearing involves an undergraduate student, the Appeal Panel will include at least one undergraduate student. When an appeal hearing involves a graduate student, the Appeal Panel will include at least one graduate student. For the purposes of selection and service on the Appeal Panel, graduate students are considered to be from the Faculty where they receive supervision. Students who are in any joint graduate/undergraduate degree program (e.g., the joint MBA/LLB program) are considered to be graduate students for the purpose of service and selection on the Appeal Panel.
- f. Any Appeal Panel member who has been called to serve on the Appeal Panel for a particular case must complete their service on that case even if their term on an Appeal Panel expires or, in the case of student members, a student graduates or changes status from undergraduate to graduate.

#### Alternates

- g. If all Appeal Panel chairs are unable to serve, the Appeals and Compliance Coordinator may complete an Appeal Panel by selecting a member of the GFC AAC Panel of Chairs.
- h. If all student members from the Roster of Students are unable to serve, the Appeals and Compliance Coordinator may complete an Appeal Panel by selecting either one full-time undergraduate student or one full-time graduate student, from the GFC AAC Panel of Students.

## 4. Mandatory Training for Appeal Panel Members

- a. All Appeal Panel chairs, members and alternates must have completed the training outlined in the *Student Academic Integrity Policy* before hearing any appeals.
- b. At the discretion of the chair, having regard to **equity-informed practices**, new Appeal Panel members may attend any oral appeal hearing as observers for training purposes. Delegates of the Office of General Counsel may also attend any oral appeal hearing as an observer.

## 5. Procedures for an Appeal

- a. On receiving an appeal, the Appeals and Compliance Coordinator will be responsible for collecting and distributing documents to both parties and providing each party with the opportunity to respond to all relevant issues raised in any procedural request, appeal submission, response, the record, and the Faculty Decision-Maker's and/or Student Conduct Officer's decision.
- b. As documents and materials become available, the Appeals and Compliance Coordinator will:
  - i. Provide to the appellant:
    1. Confirmation of receipt of the appeal;
    2. A list of on-campus resources;
    3. A copy of the record before the Appeal Panel and the opportunity to submit any supplemental appeal arguments and/or material arising from the record within 15 working days of receiving the record;
    4. The response to the appeal, and notice that the appellant may reply only to any new issues or materials contained in the response (appellant's reply) within 5 working days of receiving notice;
    5. The respondent's reply; and
    6. Any procedural requests from the appeal respondent and notice that the appellant may, within 5 working days of receiving notice, submit a response to the procedural request.
  - ii. Provide to the **respondent**:
    1. The appeal, the record, and any supplemental appeal arguments and/or material submitted by the appellant (the full appeal);
    2. A list of on-campus resources;

3. Notice that the response to the full appeal must be submitted within 15 working days of receiving the full appeal;
  4. If applicable, the appellant's reply, and notice that the respondent may reply only to any new issues or materials contained in the appellant's reply within 5 working days (respondent's reply); and
  5. Any procedural requests from the appellant and notice that the appeal respondent may reply to the procedural request within 5 working days.
- c. The appellant and respondent must provide the name of their respective advisors to the Appeals and Compliance Coordinator.
  - d. The Appeals and Compliance Coordinator is responsible for organizing and administering the appeal hearing. Accordingly, the Appeals and Compliance Coordinator will:
    - i. select a chair for the appeal hearing;
    - ii. provide the parties with the name of the proposed chair and the names of all student members of the Appeal Panel;
    - iii. set the date(s) for the appeal hearing in consultation with the Appeal Panel chair. Normally, appeal hearings will be scheduled within 6 weeks from the date the appeal was received;
    - iv. where the appeal hearing cannot be scheduled within the timeline noted above, give the parties written notice of the anticipated date for the appeal hearing;
    - v. where both parties have appealed the decision, schedule both appeals to be heard together by the same Appeal Panel at a single appeal hearing; and
    - vi. address any other matter for the purposes of organizing and administering the appeal hearing.
  - e. The Appeals and Compliance Coordinator will constitute the Appeal Panel and provide its members and the parties with:
    - i. the date and time of the appeal hearing;
    - ii. the decision of the Faculty Decision-Maker and/or Student Conduct Officer;
    - iii. the record on which the Faculty Decision-Maker and/or Student Conduct Officer decision was based; and



- iv. all written appeal(s), supplementary appeal arguments and/or material, response(s) and any replies.
- f. The Appeals and Compliance Coordinator will notify the parties of the date and time of the appeal hearing.
- g. The Appeals and Compliance Coordinator may take any other required steps in order to administer the appeal process.

## 6. Procedural Requests

- a. The chair will decide any procedural questions that arise both before and during the appeal hearing, in consultation with the Appeals and Compliance Coordinator. The chair's decision on a procedural request will be decided in writing and may be made without an oral appeal hearing. The chair's decision on a procedural request is final and binding.
- b. Procedural requests must be submitted in writing to the Appeals and Compliance Coordinator and include written reasons to support the request. Where the request affects the other party, the Appeals and Compliance Coordinator will notify the other party and allow them to respond or make submissions on the request before the chair makes a decision.
- c. Procedural requests include, but are not limited to:
  - i. Request that Appeal Panel chair or member not serve on Appeal Panel:
    - 1. After receiving the names of the Appeal Panel members, the parties will have 5 working days to submit a written request that the proposed Appeal Panel chair or member not serve on the appeal.
    - 2. These requests may be made only on the grounds that the proposed Appeal Panel chair or member may have a bias or conflict of interest that would prevent a fair hearing.
    - 3. If the request is granted, the Appeals and Compliance Coordinator will replace the proposed Appeal Panel chair or member with another member who will be selected by rotation wherever possible, from the same constituent group (i.e., academic staff, undergraduate student or graduate student).
  - ii. Request that sanctions be withheld until the appeal is decided:

1. This request must be made within 5 working days from the date the appeal was submitted.
  2. If granted, the Appeals and Compliance Coordinator will direct the Registrar to:
    - a. remove any sanctions from the **central academic record**; and
    - b. withhold degrees, certification of marks and/or **transcripts** pending the outcome of the appeal.
  3. Sanctions will be reinstated if the complaint respondent withdraws their appeal.
- iii. Requests for the Appeal Panel to consider new evidence or information that was not before the Faculty Decision-Maker and/or Student Conduct Officer in the record:
1. The onus is on the party making this request to establish that:
    - a. the new evidence or information is relevant; and
    - b. was not reasonably available at the time of the Faculty Decision-Maker and/or Student Conduct Officer hearing; and
    - c. they made the request as soon as possible after becoming aware of the new evidence or information.
  2. The chair may only grant this request where the test set out in (1) has been satisfied on a balance of probabilities
- iv. Request to vary the format of the appeal hearing(s):
1. Appeal hearings will normally be heard through a document exchange through written submissions to the Appeals and Compliance Coordinator, but either party can request an oral hearing with the Appeal Panel.
  2. This request must be made well in advance of the date set for the appeal hearing.
- v. Request to extend any time limits set out in this procedure;
- vi. Any other procedural request.

## 7. Procedures and Powers of the Panel

- a. The Appeal Panel will consider the entire record, the parties' appeal, response and reply documents, and where applicable, the parties' oral statements made at the appeal hearing before coming to a decision, by majority vote.
- b. In considering their decision, the Appeal Panel will show deference to the Faculty Decision-Maker and/or Student Conduct Officer's decision, particularly with respect to the findings of facts and, accordingly, may only overturn a decision of the Faculty Decision-Maker and/or Student Conduct Officer where it was made on the basis of an error or errors that would have had a material effect on the outcome.
- c. The Appeal Panel has the power to grant an appeal, in whole or in part, only where:
  - i. the appellant establishes that the Faculty Decision-Maker and/or Student Conduct Officer incorrectly
    1. found or did not find a real and substantial link to or material effect on the learning environment;
    2. acted outside of their authority under the *Student Academic Integrity Policy* and/or the *Student Academic Misconduct Procedure*;
    3. defined the elements of a violation; and/or
    4. other similar grounds related to the application or interpretation of *Student Academic Integrity Policy* and/or *Student Academic Misconduct Procedure*.
  - ii. the appellant establishes that the findings of facts made by the Faculty Decision-Maker and/or Student Conduct Officer contain errors, such as
    1. making a finding of fact without any evidence;
    2. considering irrelevant facts;
    3. giving undue weight to certain facts;
    4. misapplying the facts to the elements of a violation in the *Student Academic Integrity Policy*; and/or
    5. other similar ground related to the facts.
  - iii. the appellant establishes that there was a breach of procedural fairness in the Faculty Decision-Maker and/or Student Conduct Officer hearing, such as

1. the appellant was not provided with the opportunity to respond to an allegation or adverse evidence;
  2. the Faculty Decision-Maker and/or Student Conduct Officer did not provide reasonable disclosure of the investigation report;
  3. the Faculty Decision-Maker and/or Student Conduct Officer was not impartial;
  4. the appellant was not provided with information about or sufficient opportunity to secure an advisor;
  5. there were significant and unjustifiable delays in the process to the extent that the fairness of the process was undermined; and/or
  6. other similar ground related to procedural fairness.
- iv. In addition to (c) above, the Appeal Panel may grant an appeal of sanction made by the student only where the appellant establishes that the Faculty Decision-Maker and/or Student Conduct Officer assigned a sanction(s) outside of a reasonable range, having regard to the nature of the violation and other relevant surrounding circumstances.

#### Decision of the Appeal Panel

- d. Where the Appeal Panel grants an appeal, they have the power to do the following:
- i. With respect to an appeal by the Faculty Decision-Maker, the Appeal Panel must remit the matter back to the Faculty Decision-Maker and/or Student Conduct Officer who made the decision or, where appropriate, a different Student Conduct Officer, to remedy the errors and issue a new decision.
  - ii. With respect to an appeal by the student, the Appeal Panel may:
    1. grant the appeal and overturn the decision;
    2. grant the appeal and remit the matter back to the Faculty Decision-Maker and/or Student Conduct Officer who made the decision or, where appropriate, a different Faculty Decision-Maker and/or Student Conduct Officer, to remedy the errors and/or issue a new decision; or
    3. substitute a different sanction.
- e. Decisions of the Faculty Decision-Maker and/or Student Conduct Officer are subject to one appeal only. Amended decisions in which errors have been remedied are not

subject to additional appeal. Where a new decision is issued, that decision may be appealed.

- f. The Appeal Panel does not have the power to overturn a consequence resulting from a failure to meet specified conduct conditions (see *Student Academic Integrity Policy*, Schedule C, “Academic Integrity Conditions”). Any appeal of academic integrity conditions must be made at the time the sanction is imposed and within the time limits set out in the *Student Academic Misconduct Appeal Procedure*. If the conduct conditions are not met, no further appeal is available when the consequence is applied.
- g. The Appeal Panel’s decision is final and is not subject to any further review or reconsideration by any University person or body.
- h. The chair of the Appeal Panel will communicate the decision to the Appeals and Compliance Coordinator, who will, as soon as possible, relay the decision to the parties and their respective advisors.
- i. The chair will normally submit the Appeal Panel’s written reasons for the decision to the Appeals and Compliance Coordinator within 15 working days of reaching the decision. Where the written reasons are delayed, the Appeals and Compliance Coordinator will give written notice to the appellant and appeal respondent.

## **8. Service of Documents**

- a. Any notices, communications, and appeal materials will be sent electronically using University accounts. See the *Electronic Communication Policy for Students and Applicants* in the *University Calendar*.
- b. On receiving the written decision, the Appeals and Compliance Coordinator will send a copy to the following individuals:
  - i. the appellant and respondent, and their respective advisors;
  - ii. the Student Conduct Officer, where the Student Conduct Officer’s decision was appealed;
  - iii. the Vice-Provost and Dean of Students;
  - iv. the Office of General Counsel; and
  - v. members on the Appeal Panel.
- c. The Appeals and Compliance Coordinator may provide a copy or excerpts of the decision to any other University unit as may be appropriate to administer the

sanction or for other authorized purposes, for example, to units including, but not limited to, the following:

- i. where a sanction is to be noted on the student’s central academic record or transcript, the Appeals and Compliance Coordinator will notify the Office of the Registrar;
- ii. where a sanction affects the student’s academic program, the Appeals and Compliance Coordinator will notify the respondent’s College or independent Faculty; and
- iii. in programs jointly offered with another institution, the Appeals and Compliance Coordinator will provide a copy of the decision to the partner institution when the violation relates to the student’s conduct at that partner institution.

## Definitions

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.	
<b>Procedural Fairness</b>	The elements of the process used by a decision-making body authorized by statute or policy to make a decision that affects an individual’s rights, privileges, or interests, that give effect to an individual’s right to reasonable notice of the case to meet, the opportunity to respond and the right to an impartial decision maker.
<b>Equity-informed practice</b>	Equity-informed practice: An approach to processes, procedures and service provision that centres equitable and inclusive access, aspires to barrier-free design for learning principles, and supports reasonable accommodation when access to or participation in the learning environment is limited as a result of a protected ground.
<b>Learning environment</b>	The learning environment is to be understood broadly to encompass all aspects of University life. It includes: <ul style="list-style-type: none"> <li>• physical and virtual spaces where University teaching, learning, work, research, residence, recreational and social activities take place;</li> </ul>

	<ul style="list-style-type: none"> <li>University activities, events and functions, including, but not limited to, teaching, research, studying, work, administration, meetings, public service, travel, conferences, and training; public lectures, performances, student group events, and social or sports activities.</li> </ul>
<b>Student Misconduct Appeal Panel</b>	The decision-making body authorized to hear appeals of the decision made under the <i>Academic Integrity Policy</i> .
<b>Appellant</b>	A person who appeals the decision of the Faculty Decision-Maker or the Student Conduct Officer under this procedure.
<b>Record</b>	The materials on which a decision of the Faculty Decision-Maker and/or Student Conduct Officer was based. The record includes any materials, statements, or responses provided to the Faculty Decision-Maker and/or Student Conduct Officer that were relevant to the question of whether an individual was in violation of the <i>Student Academic Integrity Policy</i> and any information or materials, statements, or responses related to the consideration of appropriate sanction(s).
<b>Appeals and Compliance Coordinator</b>	The person responsible for administration of the <i>Student Misconduct Appeal Procedure</i> .
<b>Respondent</b>	The person who responds to an appeal under this procedure.
<b>Advisor</b>	A person who assists an appellant or respondent during the appeal process. Assistance may be provided by the Office of the Student Ombuds, Student Legal Services, legal counsel or another advisor as the parties choose.
<b>Appeal Hearing</b>	The opportunity for complainants and respondents to provide or respond to information, arguments, and evidence in an appeal process. An appeal hearing can take the form of written document exchange and/or one or more oral meetings, either virtual or in-person.

<b>Central academic record</b>	A continuing record maintained by the Office of the Registrar, where all matters relating to courses, grades, and academic standing and probation are permanently recorded. Transitory notations, such as service indicators are also noted in the central academic record while they are in effect.
<b>Transcript</b>	A student's official academic record issued by the Office of the Registrar and bearing the signature of the Registrar. Information for the transcript is drawn from the central academic record. Information included on the University of Alberta transcript is found in the University Calendar.

## Related Links

### Sources of on-campus assistance

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

### Other conduct policies

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

### Information

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



If any of the links are broken, please contact [uappol@ualberta.ca](mailto:uappol@ualberta.ca)

DRAFT

Decision  Discussion  Information 

ITEM OBJECTIVE: This item is presented to invite discussion by the committee.

DATE	January 29, 2024
TO	General Faculties Council
RESPONSIBLE PORTFOLIO	Provost & Vice-President (Academic)

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**EXECUTIVE SUMMARY:**
**Background**

[\*SHAPE: A Strategic Plan of Impact\*](#) sets out a goal for the University of Alberta to grow to 60,000 students within the next decade. Of the 16,000 new annual enrolments needed to achieve this goal, the university expects approximately 6,000 to be international students, in order to ensure that we are providing a diverse global environment for all students commensurate with our peers. At its November meeting, Academic Planning Committee discussed the university's overall strategic approach to enrolment growth, including the establishment of a U of A Foundation Program (then referred to as the international student pathway initiative), one of the multi-pronged strategies for increasing international student recruitment.

Administration is developing an implementation roadmap for the Foundation Program with an anticipated launch in 2024. This item is presented to invite discussion by relevant committees to inform our implementation approach, and to provide input before the relevant Calendar amendments are brought forward for approval.

**What is a Foundation Program?**

A Foundation Program is a transition year program for students who do not yet meet the competitive entry criteria for direct admission to their desired program because of a specific deficiency (most commonly, missing a course not available in their home country). After completing a transition year in the program, students who meet competitive admission criteria may gain entry to a university degree program in their second year. At the University of Alberta, the Foundation Program will initially be offered to international students, with a program for domestic students, with particular focus on rural and Indigenous students, planned for a later date. The U of A Foundation Program will be a University of Alberta program offered by University of Alberta instructors.

Similar to our existing Transition Year Program (TYP) for Indigenous students, students in the Foundation would be registered in Open Studies, under a specific Calendar designation which enables them to take five courses per semester.

A Foundation Program provides students with the courses and services they need in order to meet our existing admission standards. These programs are a common strategy in the UK,

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**FINAL ITEM NO. 9**

Australia, and select North American institutions as one prong of a robust enrolment strategy that provides for a diverse and global learning environment for all students. Typically, these programs are offered in partnership with a third party with an extensive international recruitment network and specific expertise in transition-year supports.

A Foundation Program offered to international students has no negative impact on access for domestic students. Additional students admitted through the program represent net growth for the university and do not reduce spaces available for domestic students. By supporting overall revenue growth, the program can contribute to increasing resources for recruitment and retention efforts for all U of A students. Under the model contemplated, part of the revenue would be used to establish a domestic program stream by year three of the initiative.

#### Academic governance and oversight

For the U of A Foundation Program, Dr. Rebecca Nagel (Associate Professor, Faculty of Arts) has been appointed as the academic lead for the implementation phase – she will lead the establishment of academic governance and oversight, oversee the establishment of curriculum, and lead engagement with our academic community and associations.

The specific academic oversight model for the Foundation Program is under development, but will include academic representation from participating programs and faculties and will provide oversight to the Foundation Program curriculum (for example, determining which U of A courses are offered), monitor student progression and academic outcomes, and ensure ongoing coordination with participating programs and faculties.

#### Current status

Since discussion at APC, the Foundation Program has also been discussed by Board committees and the Board of Governors. A Request for Proposals has been issued to select a partner to work with the university to implement the initiative, and consultation with the university community is underway to inform our implementation approach.

A negotiated RFP process will enable the university to seek the most competitive terms from potential partners while enabling final details to be negotiated after the identification of the preferred partner. The negotiated RFP ensures that the university abides by relevant procurement legislation.

Shortlisted partners will be invited for a site visit and presentation in approximately mid-late February 2024, with the preferred partner then to be identified by the evaluation committee. The contract with the partner will be negotiated based on the RFP submission. A contract must be in place by April 2024 to enable sufficient time to recruit students for Fall 2024.

#### Risks and opportunities

The university accepts a reputational risk anytime it works with third-party recruitment agents or service providers. This is mitigated by selecting a partner with demonstrated experience representing a top-tier institution and by contracting performance targets for student diversity

**FINAL ITEM NO. 9**

and success. The other primary risk is a lack of acceptance within the university community, which would negatively impact the program's ability to integrate effectively with other university programs. This risk is being mitigated through extensive consultation with faculty and with the establishment of academic oversight and governance structures. As noted above, the program provides an opportunity to increase international student enrolment, as well as diversifying our international student source countries.

Governance and consultation steps are summarized in Schedule A.

Operational implementation

Collateral and other launch marketing materials will be prepared during the contract negotiation period in order to enable a launch to market as soon as the contract is finalized. The initial September 2024 intake is expected to yield around 50 students, with a further 50 students projected to join in January 2025. Fall 2025 registrations are expected to be 300 students, with a steady state of 500 students achieved for Fall 2026.

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

## SCHEDULE A:

Engagement and Routing

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

Those who are actively participating:

- Office of the Provost & Vice-President (Academic)
- Office of the Registrar
- University of Alberta International

Those who have been consulted:

- Deans' Council and college Councils of Deans
- Board Learning, Research and Student Experience Committee
- Board Finance and Property Committee
- Board of Governors
- Upcoming: town hall sessions and consultation with affected Faculty Councils (Jan./Feb. 2024)

Those who have been informed:

- Association of Academic Staff of the University of Alberta
- Non-Academic Staff Association

Approval Route:

- Board Finance and Property Committee (consultation) – Nov. 2023
- Board Learning, Research and Student Experience Committee (consultation) – Nov. 24, 2023
- Board of Governors – Dec. 8, 2023
- Academic Planning Committee (consultation) – Jan. 10, 2024
- Programs Committee (consultation) – Jan. 11, 2024
- General Faculties Council (consultation) – Jan. 29, 2023
- Programs Committee (approval of program regulations) – Feb. 8, 2024

Supplementary Notes / Context:

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# Building an Integrated EDI Action Plan

**PHASE 1: CONSULTATIONS**  
Nov. 2023–Feb. 2024



**UNIVERSITY  
OF ALBERTA**

# EDI Strategic Plan: 2019-2022

## Development

- Targeted consultation, 2018
- EDI Scoping Group

## Principles

- Diversity
- Equity
- Inclusion
- Human Rights
- Equality - substantive
- Intersectionality
- Accessibility
- Respect for reconciliation with Indigenous Peoples

## Themes

- Vision and Leadership
- Research, Teaching, and Public Service
- Workforce (all faculty and staff)
- Students, (Research) Trainees, and Student Life
- Climate

## Accountabilities and Enablers

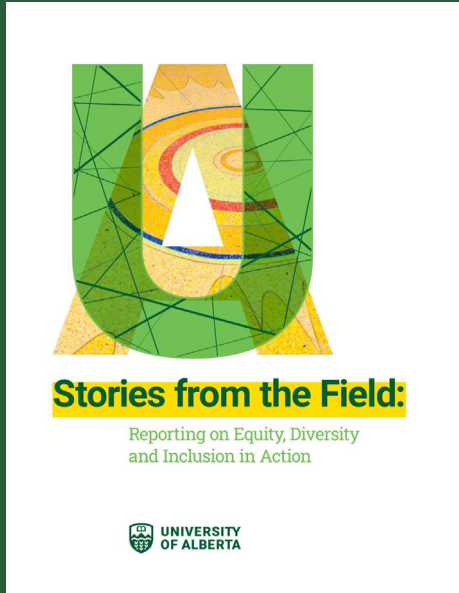
Established specific accountabilities for senior-level leaders

Expectations that leaders hold their own units accountable to advance and implement strategy

Enabled broad uptake of EDI commitments, activities

# Stories from the Field: Reporting on Equity, Diversity and Inclusion in Action (2023)

## Selection of Key Messages



- Structures to advance EDI varied, reflect resources
- Need multiple processes to collect usable data
- Despite many individual units, portfolios having developed activities and processes using an EDI lens, reporting not yet systematized
- A variety of EDI resources, initiatives have been developed; more support is needed to ensure opportunities are available in all areas
- Internal, external partnerships instrumental
- Structural, interpersonal barriers exist for champions



# EDI 2023 Onward

- Learnings from 2019 EDI Strategic Plan will lay the foundation for next phase
- EDI activities, from the grassroots to leadership, will also inform the next phase of the work
- Strategically aligned with the *University Strategic Plan* and oriented toward *Braiding Past, Present and Future*; further connections drawn from Culture of Care, SEAP, SPRI, Scarborough
- Progressing in tandem and mutually supporting of the People Strategy.
- Three phases of engagement: consultation (November - February), feedback (February - March), launch and living implementation (April - June)
- Co-creating process of engagement with EDI Leads Network

# Scope and Objectives for the Next Phase

Striving to make equity **integral** to our working and learning culture by shifting from understanding EDI as “in addition to,” to EDI as “what we do”

How do we shape ecosystems that are equitable and which enable all U of A members to flourish collectively? Answering this question is the goal of the **integrated** action plan for EDI, which will:

- draw from and knit together equity, diversity, inclusion and access commitments across institutional and unit plans, making strategic priorities legible in the process, and
- be responsive in its living implementation to ensure accountability and sustainability.

Benchmarks and measurable outcomes approached with **integrity**.

# Operating Principles for the Planning Process

- Centre knowledge holders in discussions and objectives
- Demonstrate commitment to robust accessibility
- Focus on shared accountability by identifying
  - responsibilities (i.e. communications, timelines, deliverables, etc.) held by specific roles and offices, and
  - entry-points for actions throughout university roles (students, instructors, researchers, postdocs, support staff, etc.)
- Foster courageous spaces for generative and imaginative conversations
- Create multiple options for engagement to ensure participation from those for whom it may be/feel unsafe to speak out
- Notice generative tensions among elements of the work and decision points

# Collective Development

*We want to hear from you about what our priorities should include to help inform the way forward.*

# Questions for Consultation

1. What gets you excited about the future of EDI at the U of A?
2. What keeps you up at night regarding EDI?
3. What are some of the more urgent equity-related issues you are dealing with or noticing and what might help to address these?
4. What supports do you need, or have identified, that would increase your knowledge and skills relating to integrating the principles of equity and access into your particular spheres of influence?
5. If you are already creating and implementing EDI-related actions, interventions, local plans, or strategies, what kinds of challenges are you experiencing as you carry out this work? Have you used or seen solutions to these challenges?
6. What are the greatest opportunities or promising practices you've experienced or seen elsewhere (at other institutions or in community) that might provide a template or starting point for our consideration?
7. What other questions would you like to pose or interventions and disruptions you would like to make related to deepening, expanding, refining, and connecting up our commitments to equity, diversity, inclusion, and access?
8. (Homework) What else would you like the Steering Committee to consider as it approaches the planning process?

**Individual Feedback can be submitted @**  
<https://www.ualberta.ca/equity-diversity-inclusion/strategic-plan-for-edi/shaping-a-more-equitable-and-accessible-university.html>





General Faculties Council Standing Committee Report

**GFC Executive Committee**

- Since last reporting to GFC, the GFC Executive Committee met on January 15, 2024.
  
- Items Approved With Delegated Authority
  - Changes to the School of Public Health Faculty Council Composition and Quorum
  - Changes to the Faculté Saint-Jean Faculty Council Composition and Quorum
  - Proposed Consolidated Exam - Physics 124
  - Draft Agenda for the Next Meeting of General Faculties Council
  
- Items Discussed
  - Annual Report of Appeals and Compliance Officer
  - Annual Report of Student Conduct Responses
  - UAcademy Lab Project

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](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 Academic Planning Committee/  
GFC Facilities Development Committee**

1. Since last reporting to GFC, the GFC Academic Planning Committee met on November 15, 2023 and January 10, 2024. The GFC Facilities Development Committee was convened in a Joint Session with the GFC APC on November 15, 2023

2. Items Recommended to Board of Governors

**November 15, 2023 – Joint meeting with GFC FDC**

- Integrated Asset Management Strategy Refresh (IAMS)

**January 10, 2024**

- Suspensions from the Program Revitalization for the Bachelor of Commerce Program, Faculty of Business

3. Items Approved with Delegated Authority

**January 10, 2024**

- Alberta Centre for Labour Market Research
- Creation of the iSMART Research Centre

4. Items Discussed

**November 15, 2023**

- Equity, Diversity and Inclusion Action Plan
- Student Experience Action Plan
- Growth Strategy
- Tuition Briefing

**January 10, 2024**

- University of Alberta Foundation Program
- Authority over Non-regulated Exclusion to Program Fees

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\\_APC](https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC_APC)

Submitted by:

Verna Yiu, Chair

GFC Academic Planning Committee





General Faculties Council Standing Committee Report

**GFC Programs Committee (PC)**

1. Since last reporting to GFC, the GFC Programs Committee met on November 9, and December 7, 2023 and January 11, 2024

2. Items Approved with Delegated Authority from GFC

**November 9, 2024**

- Course, Minor Program, and Minor Regulation Changes
  - Agricultural, Life and Environmental Sciences (ALES)
  - Arts
  - Education
  - Engineering
  - Kinesiology, Sport and Recreation
  - Medicine & Dentistry
  - Native Studies
  - Nursing
  - Science
  - Proposed New Course Designator, DA (Dental Assisting), and New Courses
- Proposed New Option in Clean Energy and Sustainable Process Systems under the Existing BSc in Chemical Engineering
- Master of Science in Laboratory Medicine and Pathology with specialization in Transfusion Science
- Proposed Second-level Specialisations from the Department of Renewable Resources in the Faculty of Agricultural, Life and Environmental Sciences
  - (1) Accredited professional Master of Forestry with Specialization in Sustainable Forest Management; •
  - (2) Master of Forestry with a Specialization in International Forestry
  - (3) Master of Forestry with Specialization in Environmental and Wildlife Conservation
  - (4) Master of Forestry with Specialization in Ecology and Ecosystem Restoration,
  - (5) Master of Agriculture with Specialization in Conservation and Restoration of Land and Water.

**December 7, 2023**

- Course, Minor Program, and Minor Regulation Changes
  - Arts
  - Education
  - Engineering
  - Medicine & Dentistry
  - Science
  - Pharmacy
  - Agricultural, Life, and Environmental Sciences (ALES)
- Course-Based Masters Maintenance of Registration

**January 11, 2023**

- Course, Minor Program, and Minor Regulation Changes
  - Agricultural, Life, and Environmental Sciences
  - Arts



- Business
- Campus Saint-Jean
- Kinesiology, Sport and Recreation
- Medicine and Dentistry
- Nursing
- Office of the Registrar
- Science
- Addition of CASPer standardized situational judgment test to Physical Therapy Admissions
- Proposed Graduate Program Calendar Harmonization, Faculty of Medicine and Dentistry
- Changes to the BSc (Major and Honors) and regulations - Faculty of Science
- Graduate Embedded Certificate in Epidemiology and Applied Biostatistics
- Graduate Embedded Certificate in Global Health Equity
- AI Everywhere Embedded Certificate
- Suspension of Minors in Mathematics and Statistics
- Graduate Certificate Admissions

3. Items Discussed

**November 9, 2023**

- Business Course Renumbering
- 2022-2023 Quality Assurance Reports

**December 7, 2024**

- Integrated Equity, Diversity & Inclusion Action Plan

**January 11, 2024**

- Development of a U of A Foundation Program

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](https://www.ualberta.ca/governance/member-zone/gfc-standing-committees/index.html#GFC_PC)

Submitted by:

Janice Causgrove Dunn, Chair  
GFC Programs Committee

General Faculties Council Standing Committee Report**GFC Committee on the Learning Environment**

1. Since last reporting to GFC, the GFC Committee on the Learning Environment met on September 27 and November 29, 2023

2. Items Recommended to General Faculties Council

**November 29, 2023**

- ProDean for Graduate Examinations

3. Items Discussed

**September 27, 2023**

- Academic Materials Program
- Student Experience Action Plan
- Growth Strategy
- Tuition Briefing

**November 29, 2024**

- Student Experience Action Plan
- Teaching Evaluation in Clinical Contexts
- Review of the Teaching, Learning and Evaluation Policy - Appendix A: Student Perspectives of Teaching (SPOT) Survey
- Revised Draft of the Teaching, Learning and Evaluation Policy - Appendix B: Multifaceted Evaluation of Teaching: Indicators and Evidence

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\\_APC](https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC_APC)

Submitted by:

Karsten Mündel, Chair

GFC Committee on the Learning Environment

FOR THE GFC MEETING OF JANUARY 29, 2024

I am pleased to report on the following highlights of the Board of Governors' Open Session meeting held on December 8, 2023:

**REPORT OF THE CHAIR**

At the request of the Chair, the Board received:

- a learning moment from Kim TallBear, Professor and Canada Research Chair in Indigenous Peoples, Technoscience, and Society in the Faculty of Native Studies, regarding Indigenous Studies concepts, definitions, and UofA curriculum; and her work on genetics and its relationship with race and Indigeneity; and
- a presentation from John Geiger, recent Royal Canadian Academy of Arts medalist, on his time studying at the University of Alberta and his work as Chief Executive Officer of the Royal Canadian Geographical Society and President and CEO of Canadian Geographic Enterprises.

**REPORT OF THE PRESIDENT**

In addition to his written report, President Flanagan provided a verbal update on planning for the January 26, 2024 Board of Governors, General Faculties Council, and Senate Summit, including that the afternoon would focus on the development of the university's People Strategy, and would also feature a presentation from Jeffrey Buller, senior partner in ATLAS: Academic Training, Leadership, and Assessment Services, on the diverse perspectives that support effective post-secondary governance.

**DISCUSSION ITEMS**

The Board discussed the following items:

- Budget and tuition updates from the Vice-President (University Services & Finance) and the Interim Provost and Vice-President (Academic), including: current budget status, the anticipated timeline for the provincial budget announcement, and plans to align the budget process with Budget Model 2.0; and anticipated tuition proposals for domestic and international students, noting potential alternate scenarios, an overview of student consultation to date, and national comparators.
- A presentation from the Vice-President (Facilities and Operations) on the possibility of achieving a net zero emissions operating environment, including risks and opportunities, current and planned emissions-reduction initiatives, decarbonisation scenarios, costs of both net zero and carbon taxes, and the importance of working with the university's partners.
- The details, potential timeline, risks and opportunities related to the UofA Foundation Program, a proposed transition year program for international students proposed by the Interim Provost and Vice-President (Academic) and the Deputy Provost (Students and Enrolment), as one of the multi-pronged strategies for increasing international student recruitment in support of the enrolment targets outlined in *SHAPE: A Strategic Plan of Impact*.

**BOARD OF GOVERNORS' MOTION SUMMARY**

On the recommendation of the Audit and Risk Committee, the Board of Governors approved the revised Enterprise Risk Management Policy.

On the recommendation of the Finance and Property Committee and General Faculties Council, the Board of Governors approved the refreshed Integrated Asset Management Strategy.

On the recommendation of the Board Governance Committee and the Board Audit and Risk, Finance and Property, and Human Resources and Compensation Committees, the Board of Governors approved proposed changes to the committees' terms of reference.

On the recommendation of the Human Resources and Compensation Committee, the Board of Governors:

- delegated to the Provost and Vice-President (Academic) the authority to appoint the university's registrar, and, with the president, assign the university registrar's powers, duties and functions; and
- approved proposed revisions to the *Presidential Review Procedure*, *Presidential Search Procedure*, and *Presidential Search and Review Procedures (Appendix A): Committees for President Position Definitions and Eligibility*.

### **INFORMATION REPORTS**

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, and General Faculties Council.

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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 December 8, 2023 Board of Governors' meeting will be posted on the [University Governance website](#) once approved by the Board at its March 22, 2024 meeting.*



**FINAL ITEM NO. 18A**

**Decision**  **Discussion**  **Information**

**ITEM OBJECTIVE:** To provide committee members with an annual report of statistical information on discipline cases, as required by GFC policy.

<b>DATE</b>	January 29, 2024
<b>TO</b>	General Faculties Council
<b>RESPONSIBLE PORTFOLIO</b>	University Governance

**EXECUTIVE SUMMARY:**

The Annual Report provides information about discipline decisions and the appeal processes under the *Code of Student Behaviour*, *Code of Applicant Behaviour*, *Academic Appeals Policy* and *Practicum Intervention Policy*. This information is provided to GFC (through SCPC/Executive/GFC) and the Board of Governors (through BLRSEC) as discipline decisions and appeal decisions fall under the authority of the GFC and the Board, and have been delegated by those governing bodies to the appropriate decision makers (Deans, Discipline Officers, UAB and GFC AAC) within the university. The information provided informs the GFC and the Board, in their oversight role, as to how their delegated authority has been carried out.

The 2022-2023 reporting statistics show an increase in the number of discipline decision cases decided by Deans and Discipline Officers across the university, with the majority of these decisions involving the academic offences of cheating and plagiarism. The challenges related to mass cheating events and its correlation to unauthorized use of artificial intelligence (AI) tools continues to have an impact on discipline decisions. This impact may ease as the community better understands AI benefits and limitations, and communicates clearly its authorized and unauthorized use.

This reporting year saw a decrease in the number of appeals compared to the previous year. While the provided statistics include general outcomes of the appeals heard, caution should be used before considering any trends from these outcomes. The sample size is small and each case was decided on its own unique merits, with the resulting statistics providing simply a snapshot of the outcomes for those particular cases heard and decided.

Where applicable, list the legislation that is being relied upon  
*Province of Alberta Post-Secondary Learning Act*

Next Steps

The report will be provided to various GFC/Board of Governors committees:

- GFC Executive Committee, January 15, 2024 (for discussion);
- GFC Student Conduct Policy Committee, January 18, 2024 (for discussion);
- General Faculties Council, January 29, 2024 (for information);
- Board Learning, Research & Student Experience Committee, March 8, 2024 (for information)

**Supporting Materials:**

Annual Report of Appeals and Compliance Coordinator (2022-2023)



**UNIVERSITY  
OF ALBERTA**

# **Annual Report of Appeals And Compliance Coordinator (Including University Discipline Statistics)**

July 1, 2022 to June 30, 2023



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## Scope

This report covers the period of July 1, 2022 to June 30, 2023. Statistics for previous years are also included for comparison.

This report provides information about discipline decisions and the appeal process under the Code of Student Behaviour (COSB) and the Code of Applicant Behaviour (COAB), with the focus on the university appeal level of the University Appeal Board (UAB). This report also provides information for two other university-level appeal bodies, the General Faculties Council Academic Appeals Committee (GFC AAC) and the General Faculties Council Practice Review Board (GFC PRB). With the introduction of the Student Conduct Policy (SCP) suite in November 2022, an additional appeal body has been created, the Student Misconduct Appeal Panel (Appeal Panel), and will be discussed in this report.

## Role of the Appeals Coordinator

Working as the Appeals and Compliance Coordinator in University Governance, I carry out the role of the Appeals Coordinator under the COSB, COAB, University of Alberta Academic Appeals Policy (AAP), the University of Alberta Practicum Intervention Policy (PIP), and the Student Misconduct Appeal Procedure (SMAP) for the UAB/Appeal Panel, GFC AAC and GFC PRB. In this role I am neutral and do not advocate for either party in an appeal. I facilitate or administer the appeal process steps from the time an appeal is received, through the hearing and decision made by an appeal panel, to distribution of the written decision. I also provide procedural information to the parties to an appeal and to the appeal panel throughout the appeal process.

Apart from individual appeals, I oversee the administration of the university-level student appeal system to ensure that the university continues to implement a fair process by which to address appeals. This includes helping to educate panel members as to the framework within which they work when hearing appeals and helping the university community understand that framework.

## University-Level Student Appeal Process

The university-level student appeal system is made up of four appeal bodies – the UAB/Appeal Panel, the GFC AAC and the GFC PRB.

Discipline decisions arise as a result of a student being charged with academic offence(s) under the COSB or COAB. When the appropriate decision-maker has made a final decision finding offence(s) and imposing sanction(s), the decision can be appealed by the student (and in some cases the Dean) to the UAB.

The UAB generally hears appeals from students charged under the COSB or COAB who disagree with the academic discipline decisions made against them. UAB decisions are final and binding, within the university, subject to application to the courts for judicial review. Under the COSB (and the COAB) the

UAB has the broad authority to determine whether an offence was committed and to confirm, vary or quash sanctions imposed.

Sharing a common membership with the UAB, the Appeal Panel hears appeals from students found in misconduct of the SCP or Sexual and Gender-Based Violence Policy (SGBVP) following the process outlined in the Student Misconduct Appeal Procedure (SMAP). Appeal Panel decisions are final and binding, subject to application to the courts for judicial review. Under the SMAP, the Appeal Panel has the authority to overturn a decision of the Student Conduct Officer (SCO) where a decision was made on the basis of an error or errors that would have had a material effect on the outcome, showing deference to the SCO decision.

Under the AAP, academic standing issues are heard by the GFC AAC. The GFC AAC hears appeals from students wishing to appeal faculty decisions on matters of academic standing, including matters such as a requirement to withdraw, or a denial of graduation or promotion. The GFC AAC hears appeals from students after they have exhausted all other avenues of appeal within a faculty. GFC AAC decisions are final and binding, subject to application to the courts for judicial review. The authority of the GFC AAC is to uphold (and award any remedy not contrary to faculty rules) or deny an appeal depending upon whether it finds a miscarriage of justice, as defined by the AAP, occurred within the faculty process.

Under the PIP, appeals concerning practicum interventions are heard by the GFC PRB. The GFC PRB's decisions are final and binding, subject to application to the courts for judicial review.

### Principles of the Appeal Process

Appeals at the university level deal with complex issues affecting students, faculties and the university as a whole. Given this impact, and the fact that this final level of appeal is the last opportunity for issues to be heard within the university, it is very important that the appeal process is fair and perceived to be fair. Coming to decisions through a fair process promotes confidence in those decisions by the parties and the appeal panels themselves.

The authority of the appeal bodies (UAB/Appeal Panel/GFC AAC/GFC PRB) flows from the powers delegated by GFC and conferred on GFC pursuant to the *Post-Secondary Learning Act*. The appeal bodies carry out their authority as outlined in the applicable university appeal policy, in keeping with the principles of administrative fairness. The principles of administrative fairness are the basis for our appeals policies, help us to interpret those policies and provide the framework within which our appeal panels make decisions.

The structured steps of our appeals processes recognize the impact and finality of these decisions and ensure the opportunity for parties to an appeal to make their best cases and be fully heard. The appeals process has been designed to enable students and university decision-makers to be heard through presenting their arguments and evidence to an objective panel coming from the university community.

At its core, our appeals system involves the parties fully making their cases in writing and knowing the case of the other side before an appeal hearing takes place. Depending on the appeal process and applicable policy, parties either appear at a hearing where they are able to present their information, subject to questioning, before an objective appeal panel, or the appeal is held by way of documentary review. The appeal panel then considers and weighs all of the evidence and comes to a decision, which it explains to the parties in writing. If any process issues or requests arise before or during a hearing, the appeal panel chair (sometimes with the full appeal panel) decides how to fairly address the issues, keeping in mind the relevant appeals policy and the principles of administrative fairness, including the goal to provide for a full and fair hearing.

### Appeal Panel Membership

The university-level student appeal panels are made up of volunteer panel members from the university community. While the exact makeup of a panel depends on the applicable appeal policy, generally the panels are a combination of undergraduate/graduate students and academic staff selected from the university's appeal panel membership lists. Membership is determined by an application process and ultimately approved by General Faculties Council. Appeal panel members come from the greatest possible variety of faculties and the broadest possible representation of the university community. For objectivity, no appeal panel member may sit on an appeal involving a party from their faculty. Appeal hearings are scheduled throughout the academic year, including summer, mostly in evenings to accommodate academic schedules. Student panel members usually serve for terms of two years, while academic staff panel members usually serve for terms of three years (both with the possibility of serving additional terms). The number of appeals heard by individual panel members depends on the number of appeals received and the faculties involved.

In addition to their understanding of the university environment through their experience as students (both undergraduate and graduate) and academic staff, our panel members are provided ongoing training, including understanding the principles of administrative fairness within which their tribunals operate. This helps to ensure that, as discussed above, the appeal process is a fair one.

The service of appeal panel members is a significant commitment, including considering and addressing procedural issues arising before and during hearings, conducting hearings, deliberating and drafting written reasons for decisions. All of our panel members recognize the need to objectively hear cases, analyze and weigh evidence, then come to reasonable decisions based on that evidence. Part of my role is to ensure that appeal panels have all the needed resources to perform their role. I thank all of our appeal panel members for their commitment and service to our university community. Their work is a very important contribution to fostering and maintaining the values of the university, for all members of our community.

## Discipline Decision Statistics / Appeals Statistics

In conjunction with administering appeals, my office collects and maintains the statistics from every discipline decision made at the university under the COSB and COAB.

The 2022-2023 reporting statistics show an increase in the number of discipline decision cases decided by Deans and Discipline Officers across the university, with the majority of these decisions involving the academic offences of cheating and plagiarism. The challenges related to mass cheating events and its correlation to unauthorized use of artificial intelligence (AI) tools continues to have an impact on discipline decisions. This impact may ease as the community better understands AI benefits and limitations, and communicates clearly its authorized and unauthorized use.

Our office has not yet received an appeal from the SCP/SGBVP and it should be noted that any non-academic discipline statistics refer to violations found under the pre-November 2022 COSB.

This reporting year saw a decrease in the number of appeals compared to the previous year. While the provided statistics include general outcomes of the appeals heard, caution should be used before considering any trends from these outcomes. The sample size is small and each case was decided on its own unique merits, with the resulting statistics providing simply a snapshot of the outcomes for those particular cases heard and decided.

Attached are the statistics for university-level student appeal processes and university-wide discipline decisions. The statistics are based upon year of appeal deadline: July 1, 2022 through June 30, 2023.

Laura Riley

Appeals and Compliance Coordinator

University Governance, University of Alberta

Figure 1

### Number of Appeals Received by University Governance

Judiciary/Academic Year (July 1 - June 30)	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
University Appeal Board	8	12	23	48	42	22
GFC Academic Appeals Committee	3	4	5	4	3	3
GFC Practice Review Board	0	1	0	0	0	0
<b>TOTAL NUMBER OF APPEALS</b>	<b>11</b>	<b>17</b>	<b>28</b>	<b>52</b>	<b>45</b>	<b>25</b>

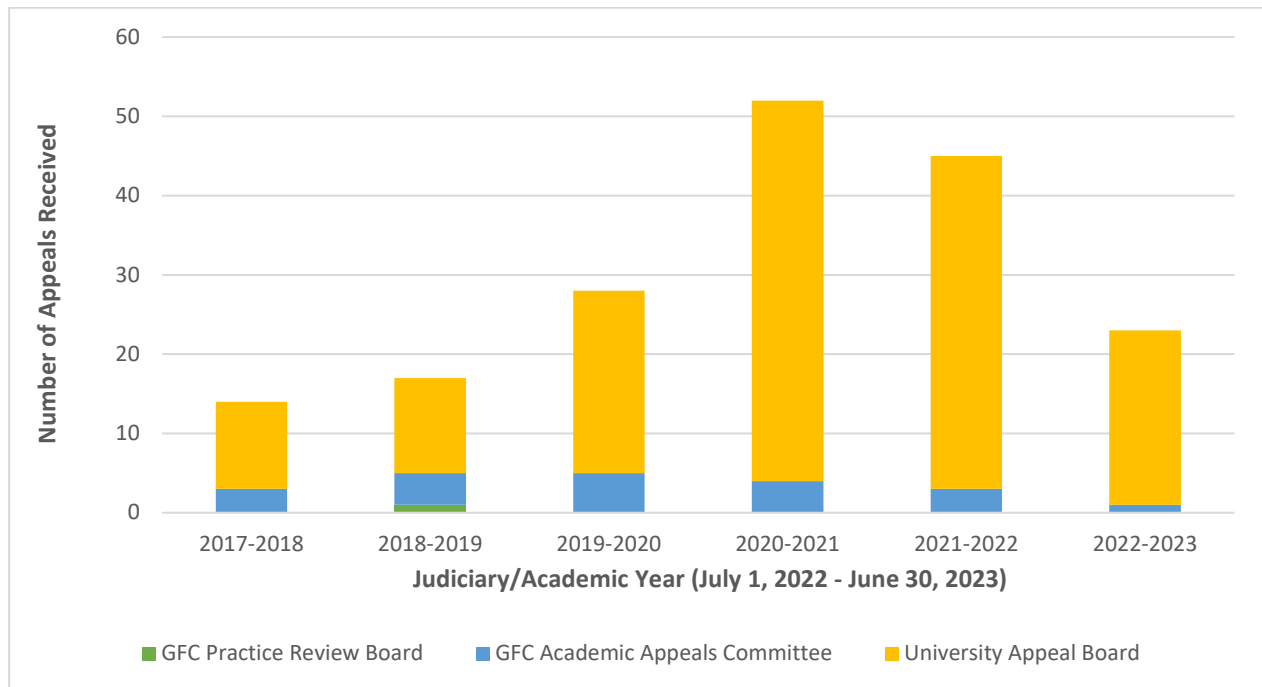


Figure 2

**UAB Disposition of Appeals  
July 1, 2022 to June 30, 2023**

Appeal Upheld	5
Appeal Denied	13
Appeal in Progress (undetermined as of June 30, 2023)	4
Appeal Withdrawn	2
<b>Total Appeal Cases</b>	<b>24</b>

Students can be charged with and appeal more than one offence and/or sanction, and as appeals may concern the offence(s), the severity of sanction(s), or both, the total number of appeal cases and how sanctions were addressed will not necessarily match. In some appeals, the offence is not appealed, but the sanction is. There are also appeals in which the appeal of the offence is denied, but the appeal of the sanction is upheld. As the Governance discipline database does not track the disposition of appeals when multiple issues are appealed, I have manually calculated the disposition of appeals by issue as follows:

Issues of Appeal	Appeal Upheld	Appeal Denied
Offence(s)	5	6
Severity of Sanction(s)	8	9

If sanctions were not increased/decreased/timing varied, the sanctions were confirmed and stayed the same; if the offence appeal was upheld, there were no sanctions.

Sanction Increased	4
Sanction Decreased	3
Sanction Timing Varied	1

Figure 3

**GFC AAC Disposition of Appeals  
July 1, 2022 to June 30, 2023**

Appeal Upheld	0
Appeal Denied	1
Returned to Faculty	0
Taken Back by Faculty	2
Total Appeals	3

- “Returned to Faculty” means the GFC AAC decided at the appeal hearing to return the matter to the Faculty Academic Appeals Committee for re-hearing, based upon new evidence being introduced at the appeal hearing.
- “Taken Back by Faculty” means the student provided new information as part of the appeal and, before the GFC AAC hearing, the Faculty chose to reconsider the matter at the Faculty level.

Figure 4

**GFC PRB Disposition of Appeals  
July 1, 2022 to June 30, 2023**

Appeal Upheld	0
Appeal Denied	0
Total Appeals	0

Figure 5

**Total Discipline Decision Cases under COSB Decided by Deans and Discipline Officers**

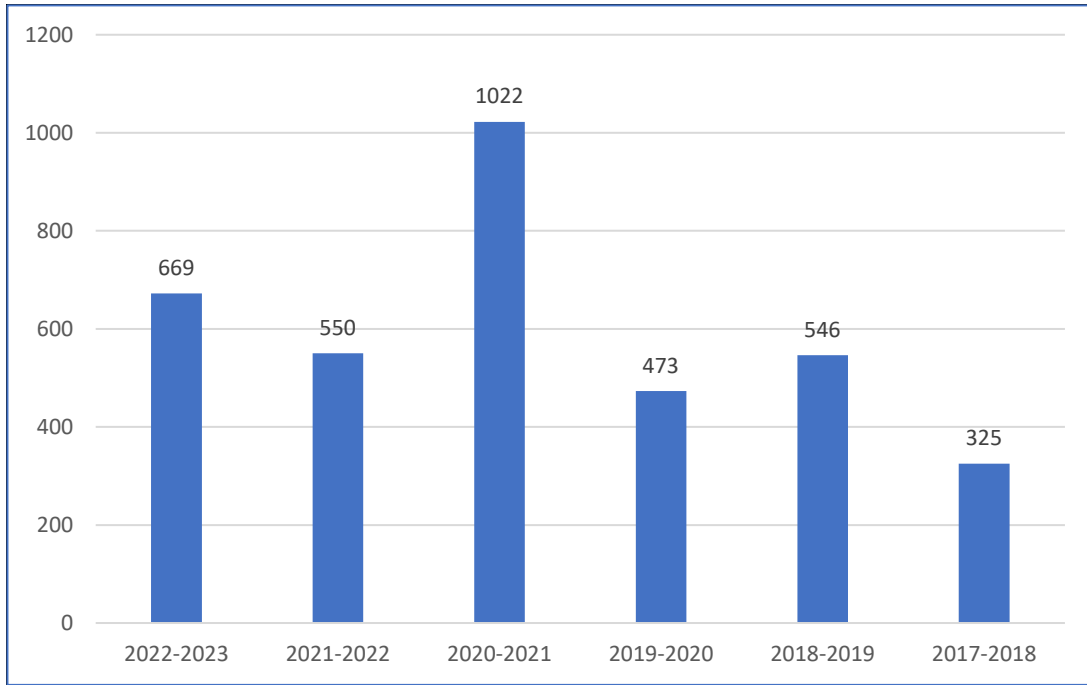


Figure 6

**Category of Sanction by Decision Maker under COSB  
July 1, 2022 to June 30, 2023**

Sanction Type Description	Count	Final Decision By
Exclusion	3	Discipline Officer
Exclusion	1	UAB
Less Than Suspension or Expulsion	650	Dean
Less Than Suspension or Expulsion	4	Discipline Officer
Less Than Suspension or Expulsion	9	UAB
Suspension or Expulsion	12	Discipline Officer
Suspension or Expulsion	3	UAB
UAB dismissed charge	5	UAB



Figure 7

**COSB Discipline Decisions  
July 1, 2022 to June 30, 2023**

<b>Charge/Offence Description</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>GS N/A</b>	<b>N/A</b>	<b>N/A Applicant</b>
Cheating	288	77	44	31	3	14	13	
Misrepresentation of Facts	4	5	1	3		2	1	
Participation in an Offence	15	7	4	3	2	8	0	
Plagiarism	90	46	37	38	3	26	7	
Inappropriate Behaviour in Professional Programs				1	1			
Misuse of Confidential Materials	3	7						
Breach of Rules External to the Code		1	2	2			1	
Unauthorized Use of Facilities, Equipment, Materials, Services or Resources	1						1	
Violations of Safety or Dignity		1	1	3			2	

- Columns 1 through 5 refer to year of program of student when offence occurred.
- GS N/A refers to graduate student not applicable (i.e. no program year).
- N/A students are students in Open Studies, Faculty of Extension, Visiting Students, Previous Students and Special Students.
- N/A applicant refers to students reapplying who have been charged with offence re application; do not have a year of program.
- A student can be charged with more than one offence, so charges and case numbers will differ.

Figure 8

**Charge Count by Category of Sanction and Decision Maker under COAB  
July 1, 2022 – June 30, 2023**

**NONE**

Figure 9

**Cases Reviewed by Deans, University of Alberta Protective Services,  
Discipline Officers, Registrar, and the UAB under COSB  
July 1, 2021 – June 30, 2022**

<b>Decision Maker</b>	<b>Forwarded By</b>	<b>Count</b>
Dean	Not Applicable	650
Discipline Officer	Dean	13
	UAPS	6
Registrar	Not Applicable	0
UAB	Not Applicable	18

In all cases where a sanction of suspension or expulsion has been recommended by a Dean the case is referred to the Discipline Officer for review and decision on the recommendation.

Figure 10

**Cases Reviewed under COAB: July 1, 2021 – June 30, 2022**

**NONE**

Figure 11

**Charge Count by Category of Sanction and Decision Maker under COSB  
July 1, 2021 – June 30, 2022**

Decision Maker	Less Than Suspension or Expulsion	Suspension or Expulsion	Exclusion	UAB dismissed charge
Agricultural, Life and Environmental Sciences	10			
Arts	136	6		4
Augustana	76			
Business	115			
Education	16			
Engineering	131	6		
Extension	1			
Faculte Saint-Jean	10			
Kinesiology, Sport, and Recreation	5	1		
Medicine and Dentistry	2			
Nursing	7			
Public Health	1			
Rehabilitation Medicine	2			
Science	248	4		2
UAPS	3	3	6	

Figure 12

**Case Count by Category of Sanction and Decision Maker under COSB  
July 1, 2021 – June 30, 2022**

Decision Maker	Less Than Suspension or Expulsion	Suspension or Expulsion	Exclusion	UAB dismissed charge
Agricultural, Life and Environmental Sciences	10			
Arts	129	6		4
Augustana	76			
Business	114			
Education	14			
Engineering	119	4		
Extension	1			
Faculte Saint-Jean	10			
Kinesiology, Sport, and Recreation	5	1		
Medicine and Dentistry	2			
Nursing	7			
Public Health	1			
Rehabilitation Medicine	2			
Science	171	3		1
UAPS	2	1	4	

*Figure 13*

**Charge Count by Category of Sanction and Decision Maker under COAB  
July 1, 2022 – June 30, 2023**

**NONE**

*Figure 14*

**Case Count by Category of Sanction and Decision Maker under COAB  
July 1, 2022 – June 30, 2023**

**NONE**



**Decision**  **Discussion**  **Information**

**ITEM OBJECTIVE:** Receive the Dean of Students Annual Report on Student Conduct

<b>DATE</b>	January 29, 2024
<b>TO</b>	General Faculties Council
<b>RESPONSIBLE PORTFOLIO</b>	Provost and Vice-President (Academic)

**EXECUTIVE SUMMARY:**

This purpose of this report is to provide statistical information on the various responses to student conduct by the Office of the Dean of Students, Student Conduct and Accountability, and Residence Services.

This report is organized by policy, and provides statistical information on how student conduct is addressed through the following policies: the Code of Student Behaviour, Residence Community Standards, Student Conduct Policy, Sexual and Gender-Based Violence Policy, the Protocol for Urgent Cases of Disruptive, Threatening, or Violent Behaviour, and Student Groups Procedure.

The report strategically aligns with *For the Public Good* Objective 19: Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive, and accessible services and initiatives.

The institutional core risk areas are: reputation, safety, and student success.

The report will be publically posted alongside all previous annual reports on the Student Conduct and Accountability website:

<https://www.ualberta.ca/dean-of-students/policies/student-conduct-and-accountability/about.html>

**Supporting Materials:**

2022-23 Annual Report of Student Conduct Responses, (pages 1 - 24)

*Prepared by:* Chris Hackett, Acting Director, Student Conduct & Accountability,  
[chackett@ualberta.ca](mailto:chackett@ualberta.ca)



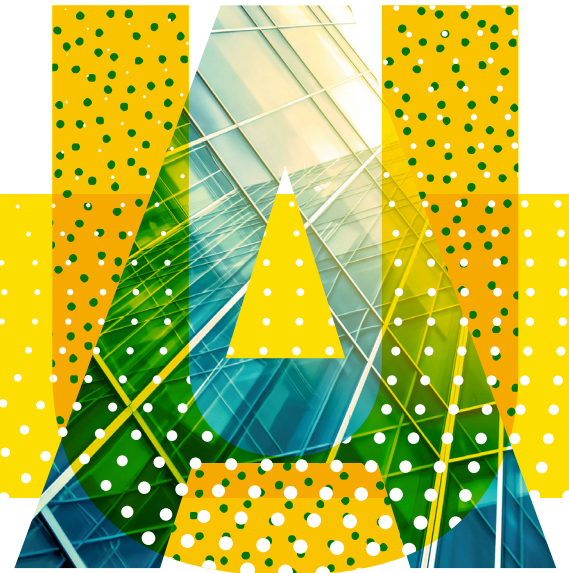
UNIVERSITY  
OF ALBERTA

2022-23

# Annual Report of Student Conduct Responses

Office of the Dean of Students  
Office of Student Conduct & Accountability  
Residence Services

July 1, 2022 to June 30, 2023



The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.



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## Introduction

This report covers responses to student conduct by the Office of the Dean of Students, Office of Student Conduct and Accountability, and Residence Services for the 2022-23 academic year. It is organized by relevant policy, including the *Residence Community Standards*, Residence Agreement (i.e. rental contract), *Code of Student Behaviour*, *Student Conduct Policy*, *Sexual and Gender-Based Violence Policy*, the *GFC Protocol for Urgent Cases of Disruptive, Threatening or Violent Behaviour*, and the *Student Groups Procedure*.

Units administering these policies also work closely with Helping Individuals At Risk (HIAR) to provide the necessary support to students whose behaviour causes concern but may not constitute misconduct.

This report details only those incidents addressed within the units named above. It does not account for all university responses to student conduct. Therefore, this report should be read alongside the annual reports of the [Office of the Student Ombuds \(link\)](#) and the [Appeals and Compliance Officer \(link\)](#) for a more comprehensive picture of student misconduct (that is, discipline under the *Code of Student Behaviour* and *Code of Applicant Behaviour*).

While the 2022-23 academic year saw an increased number of students return to campus than during the COVID-19 pandemic, the University continued to operate in a hybrid landscape, offering classes and University services both in person and online. To an extent, case numbers continued to be impacted as a result of a lower population density physically on campus.

For data from previous years, please visit the [Student Conduct and Accountability webpage](#). Four year trends, where available, are provided in Appendix A.

# Residence Community Standards Policy

**Focus:** Restorative Practices

**Administered by:** Residence Life (North Campus and Augustana)

[Residence Community Standards Policy \(link\)](#)

**Preamble:** The Residence Community Standards Policy addresses both resident misconduct and resident conflict restoratively. Only students in residence are subject to this policy, which provides a framework to recognize and prevent unacceptable behaviour in the Residence community and resolve the issues in a positive and constructive way. Rather than defining misconduct, the framework focuses on the effects of behaviour on individuals and the community. Doing so allows residents to identify and repair harms and build trust in the community.

Restorative responses include Community Resolutions (a restorative conversation between staff and responsible student), Restorative Meetings (facilitated discussion between a harmed person and a responsible student), and Restorative Conferences (facilitated discussion with multiple parties, including those harmed, responsible student(s) and relevant community members). The desired outcome, a Restorative Agreement, is highly personalized and specific to the needs of those directly involved.

Engaging with Restorative Practices (RP) is voluntary. If for any reason RP is not available or appropriate, the University will use one of the other available processes to resolve the issue (Code of Student Behaviour and/or Breach of Residence Agreement) without prejudice. When a Restorative Agreement is reached and fulfilled, the matter is considered to be closed and no other University process is applied. If a student fails to meet the agreed repairs, they are considered in breach of their Residence Agreement.

**Potential outcomes:** Community Resolution or Actions decided in a Restorative Agreement (including apologies).

## NORTH CAMPUS

For the 2022-23 academic year:

RESTORATIVE OUTCOMES	
Community Resolution	1539
Community Resolution with professional staff during follow up meeting (Behavioural Agreement)	43
Apology	2
Other Actions as decided in Restorative Meeting/Conference	2

As part of Residence Services continuous improvement, residents who are identified as a responsible party through our processes receive an invitation to complete a survey to provide feedback on their experience. Residents who completed the survey in Fall 2022 or Winter 2023 and reported their interaction with the process as a Community Resolution in the moment with a student staff shared the following about their experience:

- 62% reported as a result of the conduct process, they understand the harm and/or potential harm their behavior had on the community
- 68% reported they are unlikely or very unlikely to repeat the behaviour.

This serves as evidence that restorative conversations in the moment are effective in creating a commitment for future behaviour that residents adhere to.

## AUGUSTANA CAMPUS

For the 2022-23 academic year:

RESTORATIVE OUTCOMES	
Community Resolution	98
Behavioral Agreement	4

In Fall 2022 Augustana Residence Life transitioned to using Symplicity Advocate to track outcomes under the Residence Community Standards Policy.

# Breach of Residence Agreement

**Focus:** Breach of contract

**Administered by:** Residence Services

[Breach of Residence Agreement \(link\)](#)

**Preamble:** The Residence Agreement is the rental contract between the student (as tenant) and the University (as landlord). It lays out the terms of the rental, including rent, payment, maintenance, and behaviour. Evictions under the Breach of Residence Agreement can be behaviourally-based, or can be a result of other factors.

A behaviour that leads to a Breach of Residence Agreement (BORA) may also be addressed under the *Code of Student Behaviour* (or the *Student Conduct Policy* effective November 22, 2022) and/or the *Protocol for Urgent Cases of Disruptive, Threatening, or Violent Conduct*.

**Potential outcomes:** Letter of expectations, letter of conditions (including temporary restrictions), revoked visiting privileges, damage charges, relocation, probationary status and/or eviction.

## NORTH CAMPUS

For the 2022-23 academic year:

BORA OUTCOMES	
Letter of Expectations	342
Letter of Conditions	21
Revoked Visiting Privileges	31
Damage Charges	10
Unit Relocation	4
Probationary Status	27
Eviction	7

## AUGUSTANA CAMPUS

For the 2022-23 academic year:

BORA OUTCOMES	
Letter of Expectations	22

### Notable trends in residence across both Residence Community Standards Policy and Breach of Residence Agreement:

- 1849 total documented incidents, with many involving multiple students. Each resident responsible receives their own outcome as listed in this report.
- Wide majority of incidents were related to excessive noise/violations of quiet hours. 1529 of the outcomes listed (restorative or not) were provided to residents where excessive noise was an aspect of the incident. For comparison, the next most numerous violations where a student was found responsible were:
  - 309 - open alcohol in a common area
  - 155 - compliance with staff
  - 145 - promotion mass consumption of alcohol
  - 101 - respect to property of residents and University
  - 93 - smoking

# Code of Student Behaviour

**Focus:** Student academic and non-academic misconduct

**Administered by:** Student Conduct and Accountability (SCA)

[Code of Student Behaviour \(link\)](#) - effective post November 22, 2022

[Code of Student Behaviour \(link\)](#) - prior to November 22, 2022

**Preamble:** The *Code of Student Behaviour* ('the *Code*') addresses misconduct as defined under the *Code*. It applies to all Students (also as defined under the *Code*). In order for a Student to be sanctioned under the *Code*, a number of conditions must be met:

- 1) The University must have jurisdiction to act (i.e. there is a "real and substantial link" between the misconduct and "the University, University Activities, the University Community, or University-related Functions.)"
- 2) It must be established, on a balance of probabilities, that the Student under allegation committed the misconduct at issue; and
- 3) The misconduct must meet the definition of at least one offence under the *Code*.

Types of misconduct are broadly defined to encompass a variety of behaviours. Because the differences can be significant, the *Code* also defines available sanctions, ranging from a written Reprimand through Expulsion. The Discipline Officers, located in SCA, are responsible to ensure that the severity of the sanction(s) is proportionate and commensurate with the seriousness of the misconduct, taking into account the totality of circumstances in each case.

Behaviours that lead to *Code of Student Behaviour* investigations can also lead to *Breach of Residence Agreement* and/or *Protocol for Urgent Cases of Disruptive, Threatening, or Violent Conduct*.

Complaints of non-academic misconduct are investigated by University of Alberta Protective Services (UAPS) and referred to SCA with recommendations for sanctions. Effective November 22, 2022, the *Student Conduct Policy* replaced all non-academic violations in the *Code*.

Academic misconduct complaints start with a report from a course instructor to the Dean (or delegate) of the Faculty in which the course is offered. The Dean makes the initial finding and imposes Minor and/or Intermediate Sanctions. Where Severe Sanctions are warranted, the Dean makes a recommendation to the Discipline Officer.

**Important note:** The numbers reported below only encompass cases adjudicated by Discipline Officers under the *Code* during the defined period of this report. It is not representative of the total number of cases of misconduct received or addressed by the university during this period. For comprehensive statistics on student misconduct (*Code of Student Behaviour* and *Code of*

*Applicant Behaviour*), refer to the [Annual Report of the Appeals and Compliance Officer](#), University Governance.

**Potential outcomes:** Sanctions as defined in the *Code*, including Conduct Probation, Exclusion (partial or total; time-limited or indefinite) Expulsion, Fine, Reprimand, Restitution, Suspension for up to three years and Suspension of specified University Services and Resources (essential or non-essential; time-limited or indefinite). Any single case can involve multiple offences and/or multiple sanctions.

We are in the process of implementing some significant changes in policy and procedure, beginning with the adoption of the *Student Conduct* and the *Sexual and Gender Based Violence* policies in November 2022. Cases under those policies are making their way through the Dean of Students office and UAPS but have not yet reached Student Conduct and Accountability for adjudication. Because of this, the following statistics all refer to the pre-November 2022 *Code of Student Behaviour*. The next report, for the upcoming 2023-24 academic year which will be released in the Fall of 2024, will give a more comprehensive understanding of the new process while this report illustrates the transition from the old process to the new.

**For the 2022-23 academic year:**

CASES	
<b>Total cases</b>	<b>24</b>
Academic cases	13
Non-academic cases	10
Appeal of Violation Notice	1

## VIOLATIONS<sup>1</sup> CONSIDERED<sup>2</sup>

30.3.2(1) Plagiarism	7
30.3.2(2) Cheating (total)	7
30.3.2(2) a Cheating - Unauthorized Source	7
30.3.2(3) Misuse of Confidential Materials	1
30.3.4(6) Violations of Safety or Dignity (total)	18
30.3.4(6) a Sexual or Physical Contact	3
30.3.4(6) b Physical Abuse or Threats	2
30.3.4(6) c Creating a Condition	9
30.3.4(6) d Harassment or Sexual Harassment	2
30.3.4(6) e Verbal or Written Threats	1
30.3.4(6) f Possessing a Weapon	1
30.3.5(2) Unauthorized Use	1
30.3.6(5) Participation in an Offence	1
30.3.6(2) Breach of Rules External to the Code	6

## ACADEMIC MISCONDUCT FACULTY REFERRALS FOR SEVERE SANCTIONS

Faculty of Arts	6
Faculty of Engineering	2
Faculty of Science	3
Faculty of Kinesiology, Sport + Recreation	2

<sup>1</sup> See the *Code of Student Behaviour* (prior to November 22, 2022) for complete definitions of Offences.

<sup>2</sup> Violations considered do not equate to finding of responsibility. More than one violation may be considered per case.



## SANCTIONS<sup>3</sup>

No sanction	1
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Violation Notice Appeal - Upheld	1
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### Minor Sanctions

Reprimand	2
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### Intermediate Sanctions

Conduct Probation <sup>4</sup>	16
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Conduct Probation Condition <sup>5</sup> (total)	21
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No further violations	16
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Letter on topic	1
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Report to a university official	1
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Refrain from contact	2
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Other	1
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### Severe Sanctions

Suspension	13
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Expulsion	4
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Exclusion (indefinite)	4
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Exclusion (specified time period)	1
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### Notes and trends:

1. Case numbers decreased (24 compared to 31 the prior year 2021-22).
2. Severe sanctions increased by 30% (7), whereas intermediate sanctions remained even. Although the percentage increase appears dramatic, the actual change is small and likely represents normal fluctuation from year to year based on specific cases.
3. Recommendations for Severe Sanctions from Deans for academic misconduct decreased this year (13 this year and 29 last year).
4. Non-academic misconduct referred to SCA increased from last year to what was typical in years prior (10 cases this year compared to 2 in 2021-22. Before that, we saw 10 in 2020-21 and 14 in 2019-20).
5. Four of ten non-academic cases constituted sexual violence, as defined in the *Sexual and Gender-Based Violence Policy*.
6. All students (100%) found responsible for academic misconduct had a prior finding under the *Code*. One of the students (10%) found responsible for non-academic misconduct cases had a previous violation.
7. One student reported that their offence occurred while they were intoxicated or as a result of being intoxicated.

<sup>3</sup> A student can receive one or more sanctions per case.

<sup>4</sup> Total number of students placed on Conduct Probation.

<sup>5</sup> A student can have one or more Conduct Probation Conditions when placed on Conduct Probation.

# Student Conduct Policy

**Focus:** Student non-academic misconduct

**Administered by:** The Office of the Dean of Students and Student Conduct & Accountability  
[Student Conduct Policy and Procedures \(link\)](#)

**Preamble:** The *Student Conduct Policy* addresses alleged student misconduct as defined under the *Student Conduct Policy* (see Schedule A and Schedule B), by any means whatsoever (including virtual or online), that has a real and substantial link to or a material effect on the learning environment.

The *Student Conduct Policy* was approved by GFC on November 22, 2022. The UAPPOL Policy Suite replaced all non-academic sections of the *Code of Student Behaviour*. This is a year of transition between policies. The *Student Conduct Policy* reflects the work previously done under the former *Sexual Violence Policy* in providing those impacted by harm other ways to seek options, supports and resources, in addition to filing a Complaint. It compliments the current *Sexual and Gender-Based Violence Policy*, which also distinguishes between a Disclosure (that is, disclosing an incident of harm) and a Complaint (a disclosure for the purpose of initiating an investigation for charges/sanctions under University policy or collective agreements).

Disclosures and complaints are made to the Office of the Dean of Students who support students in navigating their options for responding to the alleged misconduct. Under the *Student Conduct Policy*, the Office of the Dean of Students can support those who have experienced harm by offering Modifications (for those who have experienced harm) or Interim Measures (non-disciplinary measures for the student under allegation). In addition, the Office of the Dean of Students provides support for the student alleged to have caused harm, and works with them to identify potential voluntary measures they may be willing to undertake.

Should a Complaint be made, it is routed through the relevant *Student Misconduct Complaint Procedure*. This adjudication process involves the acceptance of the complaint by the Office of the Dean of Students, an investigation by UAPS, followed by a hearing in the Office of Student Conduct and Accountability. The decision of the Student Conduct Officer is appealable to an Appeal Panel (See the *Student Misconduct Appeal Procedure*).

The policy also allows for those harmed by the misconduct of a student to seek out non-disciplinary accountability options as a way to get support, but to also repair the harm that has been caused. These options are intended to be flexible and creative, and may include, but are not limited to: restorative practices, transformative justice, culturally-specific and appropriate practices, peacemaking circles, educational and other remedial activities.

**Potential outcomes:** *Modifications* can be provided by any University unit (e.g. Residence Services, Faculties, individual professors, etc.). This report refers only to those modifications

provided by the Office of the Dean of Students. Examples include: assistance with deferring exams or assignments, assistance changing classes or residence rooms.

*Interim measures* are non-disciplinary measures applied by the Dean of Students. Where the measures affect a student's program, every effort is made to accommodate the academic needs of those under conditions. Examples include: non-contact conditions, or instructions on where or when to move through certain areas of campus.

Examples of *Voluntary measures*: agreement not to contact the person who disclosed, or agreement to avoid certain areas.

For Complaints that are adjudicated, sanctions proportionate to the impact of the conduct may be applied (see Schedule C). Sanctions as defined in the *Student Conduct Policy*, include Conduct conditions, Exclusion (partial or total; time-limited or indefinite), Expulsion, Fine, Refusal to consider applications, Reprimand, Restitution, Suspension, and Suspension of University Services and Resources (essential or non-essential; time-limited or indefinite). Any single case can involve multiple violations and/or multiple sanctions.

**For the 2022-23 academic year:**

STUDENT CONDUCT POLICY RESPONSES	
Disclosures	23
Interim Measures	13
Non-disciplinary accountability options	0
Complaints	10
Accepted	9
Denied	1
Appealed <sup>6</sup>	0
Withdrawn	0

<sup>6</sup> Appeal of decision not to proceed with complaint.

## VIOLATIONS CONSIDERED<sup>7</sup>

### Schedule A Misconduct

Discrimination and Harassment	3
Threats and Endangerment	2
Physical Assault and Abuse	4

### Schedule B Misconduct

Damage	1
Unauthorized Use	1
Obstruction-related Violations	1
Other Applicable Policy Violations	1

#### Notes and trends:

- No Complaints were adjudicated under the *Student Conduct Policy* in the 2022-23 Academic Year. All accepted complaints were under investigation by the end of the defined reporting period.

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<sup>7</sup> More than one violation may be considered per complaint.

# Protocol for Urgent Cases of Disruptive, Threatening, or Violent Conduct

**Focus:** Safety of the University Community  
**Administered by:** Office of the Dean of Students

[Protocol for Urgent Cases of Disruptive, Threatening, or Violent Conduct \(link\)](#)

**Preamble:**

The primary purpose of the *Protocol for Urgent Cases of Disruptive, Threatening, or Violent Conduct* ('Protocol 91') is to protect and ensure the safety of the University community. It provides a means by which the University can respond to serious incidents and imminent threats in a timely manner. While it applies to all members of the University Community, a team led by the Vice-Provost and Dean of Students addresses cases in which *Protocol 91* is invoked for students.

It primarily considers the safety of individuals and/or the community and is not disciplinary. It does not result in findings of responsibility or sanctions. UAPS performs threat or risk assessments which form the basis for decisions and measures taken. When a Protocol 91 stems from behaviour that could also be considered misconduct, UAPS may investigate and proceed with a Complaint under the *Student Conduct Policy*.

**Potential outcomes:** Highly personalized responses, including exclusion from University facilities and activities (full or partial), other conditions as necessary to address safety concerns.

**For the 2022-23 academic year:**

PROTOCOL 91 RESPONSES	
<b>Protocol 91 (total)</b>	<b>16</b>
Restrictions from campus	6
Other conditions	10

**Notes and trends:**

1. Responses to imminent threats, disruptions or violence must be timely, preferably coming within a day or two of the University becoming aware of an incident or any other concern. Each response is tailored to ensure that it is appropriate and proportionate to the incident at hand.

2. Of the 16 Protocols this academic year, all involved either threats or harm to others, including physical assault, sexual assault, or significant personal risks to safety.
3. The Dean of Students may impose multiple conditions, all of which are tailored to the specific situation at hand, including measures to ensure safety, change of behaviour and/or realignment with educational goals.
4. Six of the Protocols began with exclusions from campus. However, the conditions were reconsidered as each situation evolved. Of these, 1 has been modified to allow the student to return to campus, with conditions.
5. The number of Protocols was down 22% this year from a total of 20 in the 2021-22 academic year.

# Sexual and Gender-Based Violence Policy

**Focus:** Support for those who have experienced sexual violence

**Administered (for students) by:** Office of the Dean of Students

[Sexual and Gender-Based Violence Policy \(link\)](#)

The updated *Sexual and Gender-Based Violence Policy* (SGBVP) was approved by GFC on November 25, 2022. It complements the existing disciplinary processes (the *Student Conduct Policy* for students) by committing to support those who have experienced sexual violence. It distinguishes between a Disclosure (that is, disclosing an incident of sexual violence) and a Complaint (a disclosure for the purpose of initiating an investigation for charges/sanctions under University policy or collective agreements). It recognizes that making a Complaint is one of many options for those who have experienced sexual violence, and provides a range of other options, supports and resources.

Should a Complaint be made, it is routed through the relevant disciplinary process/policy. Under the *Sexual and Gender-Based Violence Policy*, the Office of the Dean of Students can support those who have experienced sexual violence by offering Modifications (for those who have experienced sexual violence) or Interim Measures (non-disciplinary measures for the student under allegation). In addition, the Office of the Dean of Students provides support to the student named as having committed sexual violence, and works with them to identify potential voluntary measures they may be willing to undertake.

The policy also allows for those impacted by sexual and gender-based violence to seek out non-disciplinary accountability options as a way to get support, but to also repair the harm that has been caused. These options are intended to be flexible and creative, and may include, but are not limited to: restorative practices, transformative justice, culturally-specific and appropriate practices, peacemaking circles, educational and other remedial activities.

**Potential outcomes:** Modifications for those who have disclosed experiences of sexual violence, voluntary or interim measures for person named as having committed the sexual violence.

*Modifications* can be provided by any University unit (e.g. Residence Services, Faculties, individual professors, etc.). This report refers only to those modifications provided by the Office of the Dean of Students. Examples include: assistance with deferring exams or assignments, assistance changing classes or residence rooms.

*Interim measures* are non-disciplinary measures applied by the Dean of Students. Where the measures affect a student's program, every effort is made to accommodate the academic needs of those under conditions. Examples include: non-contact conditions, or instructions on where or when to move through certain areas of campus.

Examples of *Voluntary measures*: agreement not to contact the person who disclosed, or agreement to avoid certain areas.

**For the 2022-23 academic year:**

### SEXUAL AND GENDER-BASED VIOLENCE SUPPORT

Disclosures	109
Interim Measures	49
Non-disciplinary accountability options	0

**Safe House Program:** Safe House is the university's emergency housing program that is jointly operated by the Dean of Students Office and Residence Services. Students are eligible for Safe House if they meet any of the following criteria:

1. are experiencing an immediate personal safety risk (i.e. emotional, physical, and/or sexual harm),
2. facing intolerable living conditions, and/or
3. are financially destitute.

Note: Safe House program use is not limited to use as a result of sexual and gender-based violence.

### SAFE HOUSE USAGE

Safe House intakes 29

#### Notes and trends:

1. The *Sexual and Gender-Based Violence Policy* explicitly states that students can receive support and resources without making a Complaint under one of the University's disciplinary processes.
2. The numbers above reflect only Disclosures to the Office of the Dean of Students in which additional support or modifications may have been sought. Not all those impacted by sexual violence seek modifications or interim measures They are not indicative of the overall incidence of sexual violence in our community.
3. Disclosures to the DoS have increased by 51% compared to the 2021-22 academic year. It was noted that as more students returned to in-person learning and living in residence there were increased numbers of students seeking assistance under the SGBVP to feel safe on campus.
4. Safe House saw an increase of 64% in the number of users this year, compared to last academic year.



# Student Groups Procedure

**Focus:** Relationship between Student Groups and the University

**Administered by:** Office of the Dean of Students

[Student Groups Procedure \(link\)](#)

Student Groups that are recognized by the Dean of Students enjoy a number of benefits, including the ability to use University facilities, use of the institutional liquor license and permission for gaming events, use of the University's name and insignia, exclusive use of the Group's name on campus, ability to rent University space and equipment, and ability to solicit membership on campus. This is not a disciplinary procedure; student groups not recognized by the Dean of Students are free to exist and associate, however, they do not have access to the same benefits.

In exchange for these benefits, a Student Group is expected to live up to the responsibilities outlined in the Procedure. In terms of the conduct of the Group, the Dean of Students has the authority to deny, revoke, or temporarily suspend a Student Group's recognition when:

- Their stated objectives or activities or the manner of carrying out their activities expose the University to unacceptable risk, or warrant justifiable complaints under University policy or municipal, provincial, or federal law;
- They engage in hazing, create an unacceptable risk to persons, property or reputation; or
- The group tolerates, allows or encourages members or its executive to violate the Code when acting on behalf of or representing the Student Group.

**For the 2022-23 academic year:**

STUDENT GROUPS	
(Unofficial) Complaints	4
Recognition temporarily suspended or revoked	1

## Notes and trends:

1. A total of 4 unofficial complaints were made to the Office of the Dean of Students (compared to 1 complaint that was withdrawn in the previous 2021-22 academic year). None of the unofficial complaints this year proceeded under the Procedure.
2. There was a noticeable trend of increased interpersonal and organizational issues brought forward to both the Dean of Students and the Students' Union Student Group Services office. In some cases, individuals sought to resolve issues between members via the Procedure, but the Procedure provides a mechanism for granting/revoking recognition, not mediating between members.

# Appendix A: Four Year Trend Report

## Residence Community Standards Policy

### NORTH CAMPUS

RESTORATIVE OUTCOMES	2022-23	2021-22	2020-21	2019-20
Community Resolution	1539	1153	754	1628
Community Resolution with professional staff during follow up meeting (Behavioural Agreement)	43	81	37	0
Apology	2	20	13	2
Community Project	0	3	0	0
Restitution	0	3	0	0
Other Actions as decided in Restorative Meeting/Conference	2	15	2	0

### AUGUSTANA CAMPUS

RESTORATIVE OUTCOMES	2022-23	2021-22	2020-21	2019-20
Community Resolution	98	13	8	17 <sup>8</sup>
Behavioral Agreement	4	0	0	0

<sup>8</sup> Labeled "Restorative Outcome"

## Breach of Residence Agreement

### NORTH CAMPUS

BORA OUTCOMES	2022-23	2021-22	2020-21	2019-20
Letter of Expectations	342	400	98	30
Letter of Conditions	21	23 <sup>9</sup>	2 <sup>10</sup>	8
Revoked Visiting Privileges	31	20	8	10
Damage Charges	10	5	0	0
Unit Relocation	4	12	2	1
Probationary Status	27	32	8	5
Eviction	7	10	5	4
COVID-19 Written Warning	N/A	42	121	N/A

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<sup>9</sup> Includes Alcohol Conditions

<sup>10</sup> Includes Alcohol Conditions

## Code of Student Behaviour

CASES	2022-23	2021-22	2020-21	2019-20
<b>Total cases</b>	<b>24</b>	<b>31</b>	<b>30</b>	<b>33</b>
Academic cases	13	29	20	19
Non-academic cases	10	2	10	14
Appeal of Violation Notice	1	0	0	0

SANCTIONS	2022-23	2021-22	2020-21	2019-20
No sanction	1	1	0	0
Violation Notice Appeal - Upheld	1	0	0	0
<b>Minor Sanctions</b>				
Reprimand	2	0	1	0
<b>Intermediate Sanctions</b>				
Conduct Probation Conditions	21	25	24	28
Grade Reduction, Grade of F or NC	0	0	0	2
Transcript Notation 8 or 9	0	0	0	2
Restitution	0	0	0	2
<b>Severe Sanctions</b>				
Suspension	13	20	12	13
Expulsion	4	2	1	1
Exclusion <sup>11</sup>	5	1	3	2
Rescission of Degree	0	0	0	1

<sup>11</sup> Includes indefinite and specified time period

<b>VIOLATIONS CONSIDERED</b>	<b>2022-23</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>
30.3.2(1) Plagiarism	7	12	3	9
30.3.2(2) Cheating (total)	7	18	14	11
30.3.2(2) a Cheating - Unauthorized Source	7	12	8	8
30.3.2(2) b Cheating - Misrepresentation	0	1	2	1
30.3.2(2) c Cheating - Editorial Assistance	0	3	3	1
30.3.2(2) d Cheating - Resubmission	0	1	0	0
30.3.2(2) e Cheating - Fabrication	0	1	1	1
30.3.2(3) Misuse of Confidential Materials	1	2	0	1
30.3.2(4) a Research and Scholarship Misconduct	0	2	1	0
30.3.4(1) a Disruption	0	0	5	0
30.3.4(6) Violations of Safety or Dignity (total)	18	3	9	16
30.3.4(6) a Sexual or Physical Contact	3	1	0	2
30.3.4(6) b Physical Abuse or Threats	2	0	1	4
30.3.4(6) c Creating a Condition	9	2	5	8
30.3.4(6) d Harassment or Sexual Harassment	2	0	3	2
30.3.4(6) e Verbal or Written Threats	1	0	0	0
30.3.4(6) f Possessing a Weapon	1	0	0	0
30.3.5(1) Damage to Property	0	0	0	7
30.3.5(2) Unauthorized Use	1	0	5	2
30.3.6(4) Misrepresentation of Facts	0	2	5	3
30.3.6(5) Participation in an Offence	1	1	0	0
30.3.6(2) Breach of Rules External to the Code	6	0	5	2

## Protocol for Urgent Cases of Disruptive, Threatening, or Violent Conduct

PROTOCOL 91 RESPONSES	2022-23	2021-22	2020-21	2019-20
<b>Protocol 91 (total)</b>	<b>16</b>	<b>20</b>	<b>9</b>	<b>7</b>
Restrictions from campus	6	9	3	2
Other conditions	10	11	6	5

## Sexual and Gender-Based Violence Policy

SGBV SUPPORT RESPONSES	2022-23	2021-22	2020-21	2019-20
Disclosures	109	65	30	49
Modifications	N/A	28	19	13
Interim Measures	49	37	9	15
Voluntary Measures	N/A	2	1	4
Non-disciplinary accountability options	0	N/A	N/A	N/A

## Safe House Program

SAFE HOUSE USAGE	2022-23	2021-22	2020-21	2019-20
Safe House intakes	29	15	19	33

## Student Groups Procedure

STUDENT GROUPS RESPONSES	2022-23	2021-22	2020-21	2019-20
Complaints	4 <sup>12</sup>	1	0	0
Recognition temporarily suspended or revoked	1	0	0	0

<sup>12</sup> Unofficial Complaints



**Decision**  **Discussion**  **Information**

**ITEM OBJECTIVE:** To inform members of General Faculties Council of the revised Enterprise Risk Management (ERM) Policy and Framework posted to UAPPOL ([link](#)), the University of Alberta Policies and Procedures website.

<b>DATE</b>	January 29, 2024
<b>TO</b>	General Faculties Council
<b>RESPONSIBLE PORTFOLIO</b>	Vice-President (University Services and Finance)

**EXECUTIVE SUMMARY:**

A refresh of the ERM Program has been completed and includes an update to the ERM Policy and ERM Framework. The following summarizes the major changes to the ERM Policy:

- Utilization of the University of Alberta's (university's) new policy template.
- Updated the university community definition.
- Alignment with the [University of Alberta Strategic Plan 2023-2033](#) (e.g. Overview, Risk Appetite).
- Streamlined the purpose of the policy.
- Incorporated the latest updates to the internationally recognized standard the university utilizes, International Organization for Standardization (ISO) 31000 (e.g. Policy, Roles and Responsibilities).
- Adjusted the risk appetite to incorporate responsibly managing risk.
- Added a separate section for roles and responsibilities incorporating the previous policy and the Vice-President, University Services and Finance, position description.
- Based on best practices, added a review schedule that requires the ERM Policy to be reviewed at minimum every five years or as required.
- Removed Related Links and Published Procedures that have transitioned to other policies over the past ten years.

The ERM Framework has been updated to assist the university community in implementing the ERM Policy and integrating ERM into the university's strategic and operational activities.

**Risk and Opportunities**

An update of the ERM policy and framework provides the university with the opportunity to align the policy with the University Strategic Plan, integrate ERM into university activities and functions, and support the community in their understanding and role within the ERM program. The updated policy and framework aligns with ISO 31000 standards and those standards are now incorporated into the ERM program. The updated ERM policy and framework along with regular reviews mitigate the risk of the university's policy being outdated and irrelevant to university day-to-day operations.



**Decision**  **Discussion**  **Information X**

**ITEM OBJECTIVE:** This University and College Metrics report (Attachment 1) provides an update on the university and college metrics.

<b>DATE</b>	January 29, 2024
<b>TO</b>	General Faculties Council
<b>RESPONSIBLE PORTFOLIO</b>	Provost and Vice-President (Academic) Vice-President (University Services and Finance)

**EXECUTIVE SUMMARY:**

Financial Metrics

The current report provides the fiscal year 2022-23 measures for the financial metrics.

- The proportion of academic leaders within colleges compared to faculties.
- The function cost of delivery by colleges relative to faculties.

There are no changes to the fiscal year-end administrative staff at colleges relative to faculties (indicator 1) presented at the May 30, 2023, meeting of BFPC.

The proportion of academic leaders within colleges compared to faculties (indicator 2) has shown a decrease in the total number of academic leaders. Function costs at the college level vary by the type of work.

Quality of Support Services Metrics

- Support Services End-to-End User Satisfaction Survey

The fiscal year 2023-24 first quarter Support Services End-to-End User Satisfaction Survey results demonstrate strong satisfaction with the services provided. Fiscal year 2023-24 first quarter satisfaction is up compared to the same quarter in the last fiscal year.

Interdisciplinary metrics

- The current report provides the Q2 measures as available:
- Sponsored research grant proposals involving multiple faculties
- Interdisciplinary course teaching (update on current status)
- Program development (qualitative)

These metrics reflect the impact of the university’s organizational structure and operating model, of which the colleges are a key component. Following the launch of SHAPE: A Strategic Plan of Impact, the university is developing a broader reporting framework which will incorporate the activity currently captured in this report as it contributes to the university’s strategic goals. Because the university’s academic structure and support services are interdependent and jointly contribute to meeting institutional goals, institution-level metrics are not restricted to areas within the sole purview of the colleges. Accordingly, this stand-alone report will be discontinued.





Background

On December 11, 2020, the Board of Governors passed three motions that created the new college structure and its leadership model for the university. Subsequently, on June 18, 2021, the Board of Governors approved the following metrics to track implementation progress:

- Financial Metrics
- Quality of Shared Services Metrics (now named: Support Services Quality Metrics)
- Interdisciplinarity

These metrics reflect the impact of the university's new organizational structure and operating model, of which the colleges are a key component. Following the launch of *SHAPE: A Strategic Plan of Impact*, the university is developing a broader reporting framework which will incorporate the activity currently captured in this report as it contributes to the university's strategic goals. Because the university's academic structure and support services are interdependent and jointly contribute to meeting institutional goals, institution-level metrics are not restricted to areas within the sole purview of the colleges. Accordingly, this stand-alone report will be discontinued.

Risks and Opportunities

Given that there is a wide range of stakeholders interested in the outcomes, the expectations for what the college model will be able to deliver are not uniform, so there is a risk of failing to meet expectations even if great progress is made. The college model should be able to deliver increased interdisciplinarity across the academic enterprise, encompassing research, course teaching, and program development.

**Attachments**

1. College Metrics - Financial and Support Services Quality Metrics (13 pages) - [link](#)



**UNIVERSITY  
OF ALBERTA**

# University and College Metrics

## Financial, Support Services, and Interdisciplinarity Metrics

Prepared by:

**PERFORMANCE, ANALYTICS AND  
INSTITUTIONAL RESEARCH (PAIR)**

**OFFICE OF THE PROVOST & VICE-  
PRESIDENT (ACADEMIC)**

Date:

December 2023



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# Background

On December 11, 2020, the Board of Governors passed three motions that created the new college structure and its leadership model for the University of Alberta. Subsequently, on June 18, 2021, the Board approved the following metrics in order to track implementation progress:

- Financial Metrics
- Quality of Shared Support Metrics (now titled Support Services Quality Metrics)
- Interdisciplinarity

These metrics reflect the impact of the university's new organizational structure and operating model, of which the colleges are a key component. **Because the university's academic structure and support services are interdependent and jointly contribute to meeting institutional goals, institution-level metrics are not restricted to areas within the sole purview of the colleges.** For internal administrative use, the university also tracks more granular metrics specific to the operational functions of the operating model and the outcomes resulting from specific college activities.

Following the launch of *SHAPE: A Strategic Plan of Impact* and *Forward with Purpose: A Strategic Plan for Research and Innovation* in fall 2023, the university is developing a broader reporting framework which will incorporate the activity currently captured in this report.

## Current Period (Fiscal Year 2022-23)

The current report provides an update for the following **Financial Metrics**:

- Proportion of academic leaders within Colleges compared to Faculties
- The Function cost of delivery by Colleges relative to Faculties

This report provides an update for one of the **Support Services Quality Metrics** for the university as a whole:

Support Services<sup>1</sup> User Survey (first quarter (Q1) update)

The report provides an update on the following **Interdisciplinarity Metrics**:

- Sponsored research proposals with investigators from multiple faculties
- Interdisciplinarity in course teaching
- Interdisciplinary program development

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<sup>1</sup> This reflects the end-to-end services provided under the new administrative service model.

# 1. Financial Metrics

As part of the implementation of the operating model, select academic administrative services are being consolidated at the college level. In conjunction with Service Excellence Transformation (SET), the consolidation of academic support functions within the Colleges is intended to achieve a reduction in administrative expenditures. Savings will result from improved administrative efficiency and from a reduction in academic leadership roles.

The implementation of administrative functions within the Colleges is underway, with an on-going focus on developing college-level supports for program development and administration, research, and student services.

## Goals

The purpose of these metrics is to track progress towards achieving the University of Alberta for Tomorrow goal of cost reduction.

Table 1. Financial Metrics Reporting Timeline

	2023 BFPC Schedule	
	May 30, 2023	November 28, 2023
<b>Administrative staff at Colleges relative to Faculties</b>	Annual Report (April 1, 2023)	
<b>Proportion of academic leaders within Colleges compared to Faculties</b>		Annual Report
<b>UniForum Function cost of delivery by Colleges relative to Faculties</b>		Annual Report

### 1.1 Administrative staff at Colleges, Faculties and VP Portfolios

There are no changes to the fiscal year end metrics presented at the May 30, 2023, meeting of BFPC.

### 1.2 Proportion of Academic Leaders within Colleges compared to Faculties

Tables 2 and 3 provide preliminary academic leader information, indicating a decrease in academic leadership roles<sup>2</sup> per 1,000 enrolment and per \$1M sponsored research revenues. This underscores the heightened efficiency associated with the college model.

<sup>2</sup> Academic leaders include roles such as Dean, Vice-dean, etc.

Table 2. Academic Leaders Headcount  
2023-24 July 1 Baseline

	Headcount (July 1, 2022)	Headcount (July 1, 2023)
<b>VP Portfolios and President Offices</b>	12	12
<b>College Offices</b>	9	9
<b>Faculties</b>	249	222
<b>Total</b>	270	243
<b>Total per 1000 enrolment</b>	6.38	5.64
<b>Total per \$1M sponsored research</b>	0.510	0.441

**Note:** Results will be reported annually. Normalizations are calculated on an institution-wide basis based on student headcount enrollment and total sponsored research revenue. Sponsored research includes grants & contracts from external sources, endowment spending allocations as well as sales & investment income generated from research activities and are available annually. Data was updated as of October 18, 2023. *July 1, 2023, data is preliminary and subject to changes as these appointments have not been fully reflected in HCM yet. Academic leaders include Deans, Vice-Deans, Assistant/Associate Deans, Chairs, and Associate Chairs.* Three headcounts were manually added in the July 1 2023 headcount for the academic leaders in the Faculties line, including a Chair for the Faculty of Engineering, an Associate Chair for the Faculty of Rehabilitation Medicine, and a Chair for the Faculty of Science.

Table 3. Proportion of Academic Leaders within Colleges compared to Faculties  
2023-24 July 1 Baseline

	July 1, 2022	July 1, 2023
Ratio of leaders in Colleges to Faculties	9:249	9:222
Percentage of leaders in Colleges (among total leaders within Colleges and Faculties)	3.49%	3.90%

**Note:** Results will be reported annually. Data was updated as of October 18, 2023. *July 1, 2023, data is preliminary and subject to changes as these appointments have not been fully reflected in HCM yet. Academic leaders include Assistant/Associate Deans, Vice-Deans, Deans, Chairs and Associate Chairs. Academic leaders include Deans, Vice-Deans, Assistant/Associate Deans, Vice-Deans, Deans, Chairs, and Associate Chairs.* Three headcounts were manually added in the July 1 2023 headcount for the academic leaders in the Faculties line, including a Chair for the Faculty of Engineering, an Associate Chair for the Faculty of Rehabilitation Medicine, and a Chair for the Faculty of Science.

### 1.3 Function Cost of Delivery by Colleges Relative to Faculties

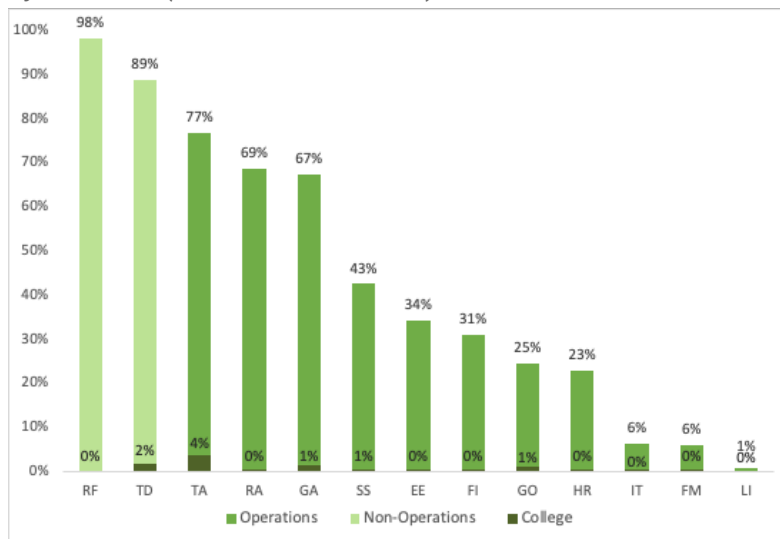
Illustrative reporting on the change in overall cost of service delivery by function and on the distribution of cost across organizational levels is reflected in the university's annual UniForum data collection.

Types of work within the UniForum program are defined as “Activities.” Groups of related Activities roll up into “Functions,” which are main administrative areas, such as Information Technology (IT) and Human Resources (HR).

A distinction is made between Operations-based and Non-Operations-based Functions. Operations-based work includes Activities that support the day-to-day operations of the university in areas such as finance, research administration, support services, and maintenance. Non-Operations Functions, shown in light green in Figure 1, include direct support to researchers and research facilities (RF) and teaching design and delivery (TD).

Figure 1 presents the distribution of costs by UniForum Function delivered by the faculties and colleges. For example, out of the total spend of Teaching Administration (TA) at the University of Alberta, 77% occurred in non-central units, with 4% in the college offices and 73% in the faculties. Across all Functions, the college offices have small proportions, ranging between 0% and 4%.

Figure 1. Proportion of UniForum Costs Occurring in Faculties and Colleges By Function (Fiscal Year 2022-23)



Note: This information is based on the preliminary 2023 results, released on October 4, 2023.

## 2. Support Services Quality Metrics<sup>3</sup>

As part of the program to increase administrative efficiencies, services are being centralized at the institution and college levels. As services are further developed in the Centres of Expertise (also known as CoEs, which consist of teams of functional specialists under the new operating model), and brought into

<sup>3</sup> Title changed from Quality of Shared Services Metric to Support Services Quality Metrics to reflect the fact that it is a measure of satisfaction with end-to-end services, not just those services delivered by the Shared Services unit.

Shared Services, it is important to monitor satisfaction and use the results to inform subsequent improvements.

### Goals

The user surveys satisfy the following requirements:

- To obtain satisfaction levels with administrative functions across the university.
- To obtain feedback that can be used to inform service improvements (once services are fully transferred, analytics will be quite detailed in order to support this goal).
- To assess satisfaction with the new service model from university leadership.

Table 4 outlines the timelines and key milestones for the proposed surveys. Results follow in section 2.1

Table 4. Support Services Quality Metrics Reporting Timeline

	2022-23 BFPC Schedule	
	May 30, 2023	November 28, 2023
<b>Support Services End-to-End User Satisfaction Survey</b>	Fiscal Year 2022-23 Q4 Results	Fiscal Year 2023-24 Q1 Results
<b>Uniforum Satisfaction Survey</b>	Next administration scheduled for November 2023	

### 2.1 Support Services End-to-End User Satisfaction Survey

Support Services surveys have been administered to clients who closed at least one ticket with the Staff Service Centre (SSC) in the quarter before they were surveyed.

Figure 1 presents the satisfaction trends, which correspond to the proportion of respondents who answered “strongly agree” or “agree” to the questions in the SSC survey<sup>4</sup>. To account for the cyclical nature of demand for support services, results should be compared to the same quarter in the previous fiscal year.

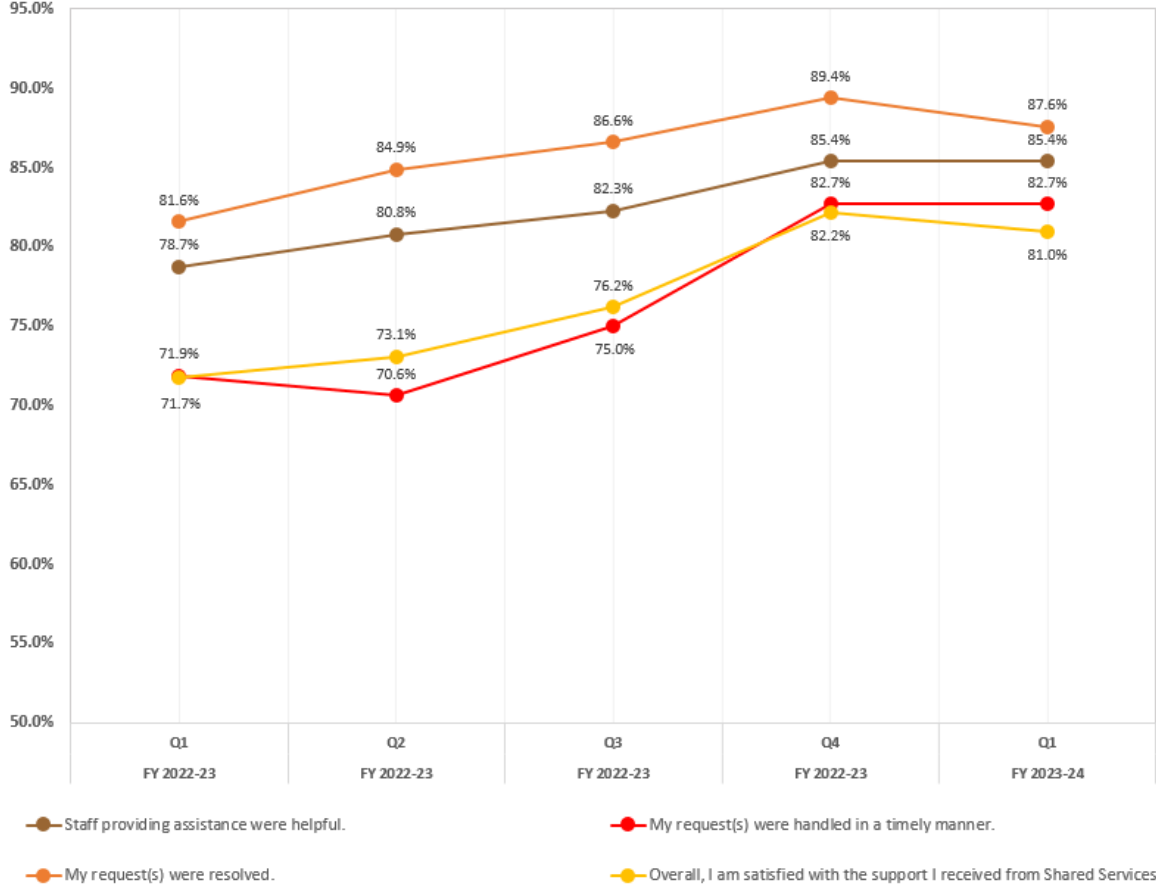
In fiscal year 2023-24, quarter one,<sup>5</sup> all survey questions showed increased satisfaction compared to the same quarter in the previous fiscal year. Increases on the individual questions ranged from 6.0 percentage points to 10.8 percent points.

<sup>4</sup> Results are summarized based on completed responses to the survey only.  
<sup>5</sup> FY 2022-23 Q1 consists of both the April 2022 and May 2022 surveys. FY 2022-23 Q2 consists of the September 2022 survey. FY 2022-23 Q3 consists of the January 2023 survey that covers tickets closed in Q3. FY 2022-23 Q4 consists of the April 2023 survey with tickets closed in Q4. FY 2023-24 Q1 consists of the July 2023 survey that covers tickets closed in Q1.



When comparing fiscal year 2023-24 quarter one results to fiscal year 2022-23 quarter four results, a slight decrease in overall satisfaction was noted (82.2% down to 81.0%). Similarly, the question "My request(s) were resolved" saw a slight decrease from 89.4% in fiscal year 2022-23 quarter four to 87.6% in fiscal year 2023-24 quarter one. Notably, satisfaction for the other two questions remained unchanged from fiscal year 2022-23 quarter four. In all cases, these results are situated above expected industry standard Customer Satisfaction Score (CSAT) of 75%.

Figure 2. Satisfaction Rating Trend - Institution Level



**Source:** Support Services Survey Results  
**Prepared by:** Performance, Analytics and Institutional Research, August 22, 2023.  
**Note:** The satisfaction rating is defined as the percent of respondents who answered “strongly agree” or “agree”.

## 2.2 UniForum Satisfaction Survey

The UniForum Satisfaction Service Effectiveness Survey provides a comprehensive picture of staff and faculty satisfaction with administrative services, as defined by the UniForum program. The most recent survey was administered in November 2021 with results included in the report shared at the May 31, 2022, meeting of BFPC. The next administration of the survey is scheduled for November 2023.



### 3. Interdisciplinarity Metrics

Colleges bring together expertise from across our faculties, harnessing collective strengths and disciplinary alignment to advance discovery and the application of research as well as educate and prepare our students to be the scholars, leaders and problem solvers of tomorrow. The university's reporting on interdisciplinarity encompasses both research and teaching.

Interdisciplinarity occurs at multiple scales, which are not all measurable in the same ways. It is important to acknowledge that there is a longstanding history of interdisciplinarity embedded in our research and teaching enterprise, which is not fully reflected in any single quantitative metric and which is better described qualitatively.

In addition to interdisciplinary collaboration across faculties or across colleges, examples include interdisciplinary collaboration between members of different departments within the same faculty, interdisciplinary teaching that occurs within a single course, and programs wholly owned by a single faculty, which include options or requirements that cross disciplines.

As part of the implementation of the university's operating model, some research and teaching support services are consolidated at the college level, supported by embedded central services (e.g. research service partners, enrolment management service partners). In concert, this model is intended to facilitate an increase in interdisciplinary sponsored research, improvement in interdisciplinary course teaching, and enhanced interdisciplinary program development (where supported by academic priorities and market demand).

A significant degree of interdisciplinary work also occurs within the three stand-alone faculties, and between these faculties and the three colleges. The implementation of the college model is anticipated to support and increase collaboration between the colleges and the stand-alone faculties.

The setup and implementation of administrative functions within the colleges is still underway, with a second phase of function consolidation beginning in fall 2023. The focus of this activity is on developing college-level supports for program development and administration, research, and student services, and for supporting the crucial role of the colleges in driving institutional strategic priorities. This work is highly interdependent with ongoing work to improve administrative processes and systems across the university.

#### Goals

The purpose of these metrics is to track progress towards achieving the University of Alberta's strategic goals related to increased interdisciplinarity. As noted above, going forward these goals will be reported more comprehensively under the university's broader reporting framework on *SHAPE* and *Forward with Purpose*.

Table 5. Interdisciplinarity Metrics Reporting Timeline  
 (subject to revision based on reporting framework for SHAPE and Forward with Purpose)

	2023-24 BLRSEC Schedule			
	Nov 24, 2023	Mar 8, 2024	May 31, 2024	Fall 2024
Sponsored research proposals with investigators from multiple faculties	Annual report			Annual report (included in SHAPE and Forward with Purpose reporting)
Interdisciplinarity in course teaching	Under development			Annual report (included in SHAPE and Forward with Purpose reporting)
Interdisciplinary program development	Qualitative (included in SHAPE and Forward with Purpose reporting)			

### 3.1 Research proposals involving multiple faculties

This measure presents the number of sponsored research proposals involving investigators from two or more faculties, and the proportion of total research proposals which are cross-faculty. This measure is intended to reflect the degree of collaboration occurring across faculties (both within a given college, and across colleges). Note that sponsored research funding received is reported through other mechanisms. As the new operating model continues to be fully implemented and strengthened, including both the colleges and the research service partners network, we expect these figures to increase over time. Progress is also influenced by external factors, including the structure and funding levels of funding programs.

This measure has lower relevance for disciplines which are relatively less dependent on external funding (e.g. some areas in humanities and social sciences) and where the research model is more independent (but which may nevertheless involve deep engagement across disciplines).

As shown in table 6, interdisciplinary proposals averaged 15.7% of submitted proposals over the last six years. The university is reviewing other measures to reflect the impact of large-scale multidisciplinary collaboration.

Table 6. Research grant proposals with investigators from multiple faculties

College/ Faculty	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Grand Total
Health Sciences	285	278	288	373	277	252	1753
Natural & Applied Sciences	139	176	174	222	165	134	1010
Social Sciences and Humanities	20	29	38	33	23	33	176
Stand-alone faculties	13	4	7	14	7	6	51
Administration	22	12	11	6		5	56
<b>Grand Total - Interdisciplinary Proposals</b>	<b>479</b>	<b>499</b>	<b>518</b>	<b>648</b>	<b>472</b>	<b>430</b>	<b>3,046</b>
<b>Total Proposals</b>	<b>3,809</b>	<b>4,138</b>	<b>3,937</b>	<b>3,666</b>	<b>3,637</b>	<b>3,550</b>	<b>22,737</b>
<b>Percentage of Interdisciplinary Proposals</b>	<b>12.6%</b>	<b>12.1%</b>	<b>13.2%</b>	<b>17.7%</b>	<b>13.0%</b>	<b>12.1%</b>	<b>13.4%</b>

**Notes:**

Data are preliminary as the methodology is still being defined.

Interdisciplinary proposals are those with researchers from multiple faculties. Both internal and external proposals are included.

"Administration" includes researchers from VP Portfolios.

Data p is based on intellectual credit team. The intellectual credit team is designated by the PI and follows the established approval process for research grant proposals. There are 17 additional proposals that do not have intellectual credit designated and are therefore excluded.

Qualitative examples provide additional context for understanding how the colleges and research service partner network are supporting interdisciplinary research. Working through the partner network and the college offices of research, the university was successfully chosen to lead the PRAIRIE research hub for pandemic preparedness, funded by the Canadian Biomedical Research Fund, specifically in recognition of its cross-disciplinary strength. The U of A will receive \$2 million over four years to establish the PRAIRIE Hub, with access to a potential \$570 million in available federal funding for proposals to translate research and knowledge into tangible results. Seventeen Notices of Intent (NOIs) were recently submitted by U of A researchers to the New Frontiers in Research Fund - Transformation (NFRF-T) competition, which provides large-scale support for Canada to build strength and leadership in interdisciplinary and transformative research. NFRF-T awards are between \$2-4 million/year for six years (total competition budget is \$144 million); five NOIs were submitted in the 2022 competition by U of A. The recent New Frontiers in Research Fund - Exploration (NFRF-E) call saw 55 NOI submissions from U of A, up from fifteen in 2022. The NFRF-E program supports innovative high-risk/high reward interdisciplinary research, and awards are up to \$125,000/year for two years (total competition budget is \$25 million).

## 3.2 Interdisciplinary course teaching

Over time, the college model is intended to facilitate increased cross-faculty collaboration on course delivery by reducing duplication and redundancy across faculties, and by creating and supporting opportunities for faculty members to collaborate. Overall, this work is intended to support a high quality student experience. Specific goals and definitions are under development in concert with the university's new budget model, which is transitioning into implementation, and in concert with the university's integrated enrolment planning for growth to 60,000 students within the next decade. Alignment with these two processes is critical to ensure that measures are consistent with budgetary incentives and support - rather than undermine - integrated growth planning. Accordingly, quantitative reporting will be implemented in the next reporting cycle as the integrated enrolment growth plan is more fully developed. As noted in the previous report, the university's data collection mechanisms have not historically attributed courses to multiple faculties in a manner that allowed for standardized reporting across the institution. Work is underway on appropriate infrastructure and protocols, in conjunction with work with the college associate deans (education) to develop more precise institutional definitions. This work will support future reporting.

The administrative functions of the colleges directly support the quality of instructor and student experience within courses across disciplines. For example, over the last year, the Office of Education within each of the colleges has focused much of their efforts on improving the efficiency of course scheduling and timetabling. Today, small specialized teams exist at the college level that focus on course scheduling, shifting from 80 generalized points of contact, which existed prior to the creation of the colleges, to 17 specialized points of contact. Through these functions, the colleges support coordination across faculties, which facilitates the allocation of classroom resources to support student pathways within and across the colleges. Qualitatively, initiatives are underway to enhance cross-faculty teaching - for example, the Chair in Engineering Math Pedagogy within the College of Natural and Applied Sciences, and the College of Health Sciences Learning Pathway launch, which brings together over 1,000 health sciences students for group learning, case studies, and discussions with patients and regulatory bodies.

## 3.3 Program development

Numerous University of Alberta programs involve students taking courses across multiple disciplines and offered by multiple faculties. The college model is intended to coordinate enrolment planning, recruitment, program administration, and interdisciplinary program development. Program development activity is reported qualitatively.

Key initiatives on program development include the following:

- The College of Health Sciences is supporting the development of an interdisciplinary Bachelor of Health Sciences. This program will respond to high student demand while leveraging instructional resources from across faculties in the health sciences and natural and applied sciences. The college is also expanding its interprofessional education programs for undergraduate students, as well as developing microcredentials for interprofessional simulation.
- The College of Natural and Applied Sciences is supporting the development of two interdisciplinary course-based Master's programs in data science & AI and in sustainability, respectively. These

programs will address high potential demand and significant workforce needs for Alberta and beyond, while presenting substantial opportunities for enrolment and revenue growth.

- The College of Social Sciences and Humanities continues to refine programming offered under the Peter Lougheed Leadership Centre, recently implementing interdisciplinary online courses to support a broad, cross-disciplinary foundation for students.

The university is actively working to address policy and governance constraints to enable the colleges to continue to play a leading role in interdisciplinary program development and administration.



Faiza Billo &lt;faizad@ualberta.ca&gt;

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**Save the Date: January 26, 2023 from 12:00 - 5:00 PM**

1 message

**Kate Peters** <peters3@ualberta.ca>

Thu, Nov 30, 2023 at 3:32 PM

Cc: Faiza Billo &lt;faiza.billo@ualberta.ca&gt;, John Lemieux &lt;jlemieu1@ualberta.ca&gt;

Dear Members of the General Faculties Council:

Please hold **January 26, 2024 from 12:00 - 5:00 pm** in your calendars:**Save the Date****Board of Governors, General Faculties Council & Senate****Joint Summit***January 26, 2024**12:00 pm - 5:00 pm**Lister Conference Centre, Maple Leaf Room**Lunch to be provided*

The Summit is an important opportunity for the governing bodies of the university to come together to share perspectives. This year's summit will focus on the development of the university's [People Strategy](#), and will also feature a keynote address reflecting on the diverse perspectives that support effective post-secondary governance.

Please let me know if you have any questions.

Thank you,

**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](mailto:kate.peters@ualberta.ca)

**L'Université de l'Alberta reconnaît respectueusement  
que nous sommes situés sur le territoire des traités 6, 7 et 8,  
terres traditionnelles des Premières Nations et des Métis.**

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Faiza Billo &lt;faizad@ualberta.ca&gt;

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## Reminder RSVP: Board of Governors, General Faculties Council & Senate Summit

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**Kate Peters** <peters3@ualberta.ca>  
Cc: Faiza Billo <faiza.billo@ualberta.ca>

Wed, Jan 17, 2024 at 2:04 PM

Dear members,

If you haven't already done so, [Please RSVP Here](#).

Thank you,

**Kate Peters** | Pronouns: She/Her/Elle

Secretary to General Faculties Council (GFC) and Manager, GFC Services

On Mon, 8 Jan 2024 at 14:45, Kate Peters <peters3@ualberta.ca> wrote:

We are happy to provide you with the opportunity to RSVP to the

### **Board of Governors, General Faculties Council & Senate Summit**

*Friday, January 26, 2024*

*Lunch: 12:00-1:00pm*

*Summit: 1:00 pm-4:30 pm*

*Lister Conference Centre, Maple Leaf Room (in person ONLY)*

[Please RSVP Here](#)

The Summit is an important opportunity for the governing bodies of the university to come together to share perspectives. This year's summit will focus on the development of the university's [People Strategy](#), and will also feature a keynote address reflecting on the diverse perspectives that support effective post-secondary governance. [Please let us know if you will be attending!](#)

Agenda and materials will be shared prior to the Summit.

**Kate Peters** | Pronouns: She/Her/Elle

Secretary to General Faculties Council (GFC) and Manager, GFC Services

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1/19/24, 2:58 PM

University of Alberta Mail - Reminder RSVP: Board of Governors, General Faculties Council & Senate Summit

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Faiza Billo &lt;faizad@ualberta.ca&gt;

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## Invitation to First Peoples' House Round Dance 2024

1 message

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**Kate Peters** <peters3@ualberta.ca>

Fri, Jan 19, 2024 at 10:00 AM

Cc: Faiza Billo &lt;faiza.billo@ualberta.ca&gt;, John Lemieux &lt;jlemieu1@ualberta.ca&gt;

Dear Members of GFC,  
Please see the invitation below from Shana Dion, Assistant Dean, First Nations, Métis and Inuit Students, to the First Peoples' Annual Round Dance Ceremony on Saturday February 3 at 6PM.  
Thank you,  
Kate

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kahkiyaw niwâhkômâkanak,

Please join me in the circle at the [First Peoples' Annual Round Dance Ceremony](#) on **SATURDAY FEBRUARY 3, 2024** starting at **6:00pm** (*doors will open at 5:00pm*) in the **EDUCATION GYM (114 St & 87 Ave) at the University of Alberta**.

It is so important that I extend a warm invitation to friends, family and *all of our relations* on and off campus. To me, the Round Dance ceremony is the spirit of equity, diversity and inclusion that speaks to our *heartwork* of reconciliation on campus.

*Over the years, I have been so thankful for your on-going support and for our Elders for their prayers and guidance, all of our Traditional Knowledge Keepers for their guidance and teachings and truly our Traditional Drummers for bringing their gift of songs and their drums - without you this night would not be possible.*  
ninanaskomitin.

This is a beautiful ceremony that brings together an incredibly diverse community from so many different nations, communities and even countries~ all in a good way. All you need to bring along with you ~ is respect, a good heart and good energy!!

For anyone who has never been to a Round Dance Ceremony, please know that you do not need to know how to Round Dance to join the circle, to have fun or to attend. This is not only a Round Dance but more importantly a *ceremony*, so we ask that you wear what is comfortable for you (jeans, leggings, or if you are able to wear a longer skirt - time to show off your favourite Ribbon skirt.) and some comfortable footwear - your best sliding shoes (smile!)

We would love to see you there, even if you can only stay for a little while or you are able to join us for the whole evening! Come join the circle and dance with us.

Bring your family and friends from the little ones to the old ones, everyone is welcome to join the circle! If you are reading this or see the poster or hear about the Round Dance ~ I would love to see you there.

If you are unable to attend, please no stress, I ask that you please share the poster - broadly via email or on your socials is a beautiful way of supporting us too. Take care.

ekosi.

Shana

Assistant Dean, First Nations, Métis and Inuit Students  
Dean of Students  
5-02 Students' Union Building  
University of Alberta  
Edmonton, AB  
T6G 2J7

<https://www.ualberta.ca/current-students/first-peoples-house>



I want to begin by acknowledging all of my relations whose footsteps have marked this territory for centuries including: Cree, Saulteaux, Blackfoot, Métis, Nakota Sioux. To my Nêhiyawak Ancestors, kinanâskomitin to all of you for caring for this land for centuries, which is now where Amiskwaciwâskahikan / ᐱᓄᓴᓴᓄᓴᓄᓴᓄᓴᓄᓴᓄᓴᓄᓴ and where the University of Alberta resides; a place where we all can learn, laugh, play and grow together in harmony.

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 **FPH ROUND DANCE POSTER 2024.pdf**  
2531K



Faiza Billo &lt;faizad@ualberta.ca&gt;

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## Presidential Review Process – 2024 Notice of Election

1 message

**Kate Peters** <peters3@ualberta.ca>

Mon, Jan 15, 2024 at 3:38 PM

Cc: John Lemieux &lt;jlemieu1@ualberta.ca&gt;, Juli Zinken &lt;juli.zinken@ualberta.ca&gt;, Faiza Billo &lt;faiza.billo@ualberta.ca&gt;

Dear Members of GFC,  
Please see the attached correspondence from John Lemieux, University Secretary.  
Thank you,  
Kate

**Kate Peters** | *Pronouns: She/Her/Elle*

Secretary to General Faculties Council (GFC) and Manager, GFC Services

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**COR GFC Electorate for Academic Staff Members.pdf**  
86K

January 15, 2024

**RE: Presidential Review Process – 2024  
Notice of Election**

President Flanagan has advised the Chair of the Board of Governors (the “**Board Chair**”) of his request for consideration of renewal for an additional term. As you know, President Flanagan’s term in office is set to expire as of July 1<sup>st</sup>, 2025.

Pursuant to the [Presidential Review Procedure](#) (the “**Review Procedure**”), the Board Chair is proceeding to establish a review committee (the “**Review Committee**”). The composition of the Review Committee is as set out in the [Presidential Search and Review Procedure \(Appendix A\): Committees for President Position Definitions and Eligibility](#) (“**Appendix A**”).

Subsection 1.d. of Appendix A provides that the Review Committee will include three Academic Staff Members elected by the “electorate”, as that term is defined in the Review Procedure. For your reference, subsection 3.b.i. of the Review Procedure highlights that the “electorate” consists of the elected faculty representatives who sit on GFC on a “representation by population” basis and the appointed academic staff representatives.

You have received this Notice of Election because you are a member of this aforementioned electorate.

*Election process and procedure*

Pursuant to the Review Procedure, elections are managed by the General Faculties Council Secretary (or their delegate).

Please note the following:

Application Period: Any eligible Academic Staff Member is entitled to put their name forward to serve on the Review Committee using the Google form accessible [here](#) prior to 4:00 pm (Edmonton, Alberta time) on January 25<sup>th</sup>, 2024.

Election Period: Once the application period closes, and except where an election is by acclamation, an election shall be by secret ballot by those eligible to vote shortly thereafter. In such circumstances, a ballot will be sent to you by email with instructions on completing and submitting the same.

Announcement of Results: University Governance will tabulate the results of the election, if necessary, and announce the results of the election by email.

Committee details

My current expectation is that the work of the Review Committee will be completed over the course of the first two calendar quarters of 2024, anticipating that the report of the Review Committee and its recommendation will be considered by the Board of Governors at its June 14<sup>th</sup>, 2024 meeting.

I foresee the Review Committee meeting three times between mid-March and early May 2024. The Chair of the Review Committee will contact or arrange to contact the Academic Staff Members elected to the Review Committee to coordinate for meeting times.

The work of the Review Committee will include the crafting of questions to be put to President Flanagan as part of his review, the solicitation of feedback from members of the university community and other key stakeholders, and the review of such feedback.

I also draw your attention to Section 2 of Appendix A, and the identification of staff who are not eligible to serve on the Review Committee.

Please feel free to contact me should you have any questions respecting the foregoing.

Kind Regards,



**John Lemieux**  
University Secretary

Cc: Kate Peters  
GFC Secretary and Manager of GFC Services ([peters3@ualberta.ca](mailto:peters3@ualberta.ca))

Juli Zinken  
Board Secretary and Manager of Board Services ([jbetke@ualberta.ca](mailto:jbetke@ualberta.ca))