The following Motions and Documents were considered by the General Faculties Council at its Monday, April 17, 2023 meeting:

Agenda Title: **New Members of GFC**

CARRIED MOTION:
TO APPOINT/REAPPOINT:

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

The following undergraduate student representatives to serve on GFC for terms commencing May 1, 2023 and ending April 30, 2024:
      Nathan Thiessen, Arts
      Hussein Alhussainy, Arts
      Nathan Perez, Arts
      Haruun Ali, Arts
      Bassem Raad, Arts
      Adriam Lam, Augustana
      Muneeba QaDir, Education
      Mikael Schmidtke, Engineering
      Aamir Mohamed, Engineering
      Aiman Saif, Engineering
      Taylor Good, Saint-Jean
      Damon Atwood, Law
      Elm Elahi, Medicine & Dentistry
      Precious Majekodunmi, Nursing
      Megan Garbutt, Science
      Noor Abdelwahab, Science
      Angelina Botros, Science
      Jency Chhaiya, Science

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

The following graduate student representatives at-large to serve on GFC for terms commencing May 1, 2023 and ending April 30, 2024:
      Sophie Shi, Chemical and Materials Engineering
      Ola Mabrouk, Chemistry
      Jun Ming Hu, Earth and Atmospheric Sciences
      John C.H. Hu, Rehabilitation Medicine
      Wajid Ali, Civil and Environmental Engineering
      Danielle Gardiner, Milln Education
      Divya Maisuriya, Civil and Environmental Engineering
      Chathuranga De Silva, Agriculture, Food and Nutritional Sciences

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

Bishoi Aziz President, Graduate Students' Association

CARRIED MOTION:
TO RECEIVE:

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

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

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

Rija Kamran, Graduate Students' Association Nominee

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

Derek MacKenzie Agricultural, Life, and Environmental Sciences

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

Christine Hugues Pharmacy and Pharmaceutical Sciences

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

Vikas Mehrotra Business

FINAL Item 4

Agenda Title: **Office of the Registrar: Degree Program Regulations, Calendar Effective Date**

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

FINAL Item 5

Agenda Title: **FSJ Proposal: Maîtrise en sciences**

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

FINAL Item 6

Agenda Title: **FSJ Proposal: Doctorat Etudes Transdisciplinaires**

CARRIED MOTION:

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

FINAL Item 7

Agenda Title: **FGSR Graduate Exams Teleconferencing**

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

FINAL Item 8

Agenda Title: **Proposed Revisions to the GFC Executive Committee Terms of Reference and Proposed Deletion of the GFC Policy Manual Section 25**

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

FINAL Item 9

Agenda Title: **Proposed Revisions to the UAPPOL Teaching Awards Policy Suite and Proposed Revisions to the UTAC Terms of Reference**

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

CARRIED MOTION:
THAT the General Faculties Council approve the new Teaching Awards Procedure, and the rescission of:
- Award for Excellence in Graduate Teaching Procedure;
- Graduate Student Teaching Award Procedure;
- Provost's Award for Early Achievement of Excellence in Undergraduate Teaching Procedure;
- Rutherford Award for Excellence in Undergraduate Teaching Procedure;
- Teaching Unit Award Procedure; and
- William Hardy Alexander Award for Excellence in Undergraduate Teaching Procedure,
as set forth in attachment 2

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

FINAL Item 10

Agenda Title: **Proposed Change to GFC Meeting Procedural Rules**

DEFEATED MOTION:

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

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

a. Question period is comprised of both written questions and, time permitting, questions from the floor.

b. The Chair will rule on whether a question from the floor can be answered expeditiously; if not, it will be referred to the appropriate officer for response at the next meeting.

c. No debate is to be permitted of either the question or the response. Members who have submitted questions will be permitted to ask one or more supplementary questions, after which other members of GFC will have the same opportunity.

Item 11 (documents not attached)

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

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

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

That the procedure for these appointments shall be as follows:

• There shall be an open call to full-time members of the academic staff to stand for appointment to GFC under section 25 of the Post-secondary Learning Act.

• If more than thirty-eight members of the full-time academic staff agree to stand for appointment to GFC, those standing for appointment shall be elected by the members of the academic staff, with the names of the thirty-eight members receiving the highest number of votes being put forward to GFC for appointment to GFC.

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

Item 12 (documents not attached)

New Members of GFC

MOTION I: TO APPOINT/REAPPOINT:

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

Tuesday Young	Native Studies

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

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

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

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

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

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

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

Bishoi Aziz   President, Graduate Students' Association

MOTION II: TO RECEIVE:

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

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

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

Rija Kamran   Graduate Students' Association Nominee

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

Derek MacKenzie   Agricultural, Life, and Environmental Sciences

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

Christine Hugues   Pharmacy and Pharmaceutical Sciences

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

Vikas Mehrotra   Business

FINAL ITEM NO. 5

Decision ⊠ **Discussion** ☐ **Information** ☐

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

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

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

EXECUTIVE SUMMARY:

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

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

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

Supporting Materials:

Attached Calendar Change Request Form for approval (3 pages)

GOVERNANCE OUTLINE

ITEM NO. 5

Engagement and Routing

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

*Those who are actively **participating***:
• Anna Hughes – Associate Registrar, Enrolment Management; Office of the Registrar • Rebecca Liaw – Calendar Editor; Office of the Registrar
*Those who have been **consulted***:
• Undergraduate Program Support Team (PST) • Graduate Program Support Team (GPST)
Approval Route:
GFC Programs Committee, March 16, 2023 General Faculties Council, April 17, 2023

Supplementary Notes / Context:

Calendar Change Request Form
for Program and Regulation Changes

See the Calendar Guide for tips on how to complete this form.

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

Rationale

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

Two changes are proposed in order to clarify this section and/or have it better reflect what is currently happening in practice:
- A change in language from "at the time they were admitted or readmitted" to "for the term they were admitted or readmitted to" is meant to provide clarification, since the time they were admitted could be understood as the time they received an admission offer. There may be confusion as to which Calendar to refer to when a student receives an offer of admission prior to March 1 (Calendar publication date).
- An additional section was added to indicate that faculties can give students permission to follow the newest approved set of program requirements. This will make the Changes in Regulation policy a little more flexible so that it reflects what faculties are currently doing. This also means that, as long as the original regulations are still in effect for students that choose to stay with the regulations they were admitted on, the new regulations do not have to be added as addenda to archived Calendars.

Calendar Copy

https://calendar.ualberta.ca/content.php?catoid=36&navoid=11176#changes-in-regulations

Current Copy: ~~Removed language~~	**Proposed Copy:** New language

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

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

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

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

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

Where a required course for a degree program is no

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for the term they were admitted or readmitted to for the regulations governing their degree program requirements. See Calendar Effective Dates for more information.

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

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

longer offered, the Faculty may specify an alternate. **Students who interrupt their program and who must apply for readmission to the program will be required to comply with any new regulations upon resumption of their studies.**	**Students who interrupt their program and who must apply for readmission to the program will be required to comply with any new regulations upon resumption of their studies.**

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.
OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.

FINAL Item No. 6

Governance Executive Summary
Action Item

Agenda Title	FSJ Proposal: Maîtrise en sciences

Motion

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

Item

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

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	The proposal is before the committee because the Faculté Saint-Jean is proposing a new Maîtrise en sciences, and corresponding calendar changes.
Executive Summary (*outline the specific item – and remember your audience*)	The Master of Science program at Campus Saint-Jean offers a high-level graduate education in French in the scientific disciplines organized along the CSJ's major research axes. It offers students the chance to choose their research topic from several science disciplines. Students can choose amongst the following general research areas: ● health sciences, biology, chemistry, and psychology; ● data sciences, mathematics, statistics, and computing sciences; and ● earth sciences, physics, and environment. Established to meet the professional needs of the 21st century, in a world of close linguistic contact and in a minority language situation (francophonie), this program, offered in an innovative and personalized manner, constitutes an essential environment for disciplinary and interdisciplinary scientific research that offers a unique opportunity for students to deepen their knowledge and skills in research within Canada's linguistic duality. Professors in the sciences division at FSJ hold NSERC funding, they work in various fields across the university with lab spaces in the the fields of Engineering, Biology, Physics and Medicine. FSJ professors in the sciences hold adjunct status with various departments and collaborate on research projects, various KMP activities, as well as training the HQP. However, because FSJ does not have its own MSc, these professors contend with being co-supervisors. This proposal addresses this equity issue to ensure that all professors at the UofA have equal privileges to supervise and hold funds. Because of the interdisciplinary nature of the program, we have built an innovative individualized Masters program that gives the student and the

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

Engagement and Routing (Include meeting dates)

| Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)

<For information on the protocol see the [Governance Resources section Student Participation Protocol](#)> | Consultation:
● March 2018: Rencontre avec faculty of sciences
● Mai-Juin 2019, Septembre 2019: FGSR and Provost Office
● Septembre 2019: Comité des études supérieures
● September 2019: Faculty of Engineering
● September 2019: Faculty of Sciences
● Octobre 2019: Conseil consultatif de FSJ
● Octobre 2019 : Comité des étudiants aux cycles supérieures
● Novembre 2019 : Organismes communautaires : Conseil de Développement Economique de l'Alberta, Coalition de la femme, Réseau de Santé Alberta .
● Décembre 2019 : ACFA
● Décembre 2019 : Alberta Teachers' Association
● Décember 2019 : fees and budget, Registrar office initial meeting
● January 2020 : Budget- Edith Finczak and Ibtissam Nkaili
● February 2020: Provost office/ FGSR
● Mai 2021: Discussion et demande de soutien du comité des évaluateurs externes. QAR
● Septembre 2021 : Comité des études supérieures
● December 2021 : Meeting with FGSR Vice-dean (Ali Shiri) and advisor (Frances Plane)
● Janvier 2022: Documents shared with FSJ Dean's advisory committee and feedback requested
● March 2022: meeting with dean of FGSR to discuss progress and next step
● March 2022: Discussion with Provost Office about new templates
● April-Mai2022: Budget discussion
● Summer and fall 2022: consultation with various community stakeholders
  ○ ATA
  ○ INRS
  ○ Minister of Official languages
  ○ ACFA |

	○ l'ACFAS ○ Canadian Parents for French ○ Fédération des conseils scolaires francophones ○ Conseil Scolaire Nord ○ Faculty of sciences ○ College of Natural and Applied sciences ○ College of Social Sciences and Humanities - September 2022, Discussion and Feedback from Dr. Florence Glanfield Vice-provost Indigenous Programming & research - September 2022: Retreat with all FSJ community - September 2022: Feedback from FGSR - September 2022 : Feedback from ACFAS -Canada - Septembre 2022: Feedback and approval from the FSJ- Comité des études supérieures - Septembre 2022: Feedback and approval from FSJ Association des étudiants aux cycles supérieurs - September 2022: final approval from Finance office ,Edith Finczak - October 2022: consultation with FSGR - October 2022: feedback from Provost office - October 2022: Discussion and approval from FSJ Comité de planification académique (twice) - November 2022: Approval : FSJ Comité executive - November 2022: Approval : FSJ Council
Approval Route (Governance) (including meeting dates)	Approval Pathway: - CSJ-Comité de planification académique (academic planning): 6 October 2022 - CSJ-Comité de planification stratégique (academic planning): 20 October 2022 - CSJ-Comité exécutif (executive committee): 3 November 2022 - CSJ- Conseil de la Faculté Saint-Jean (FSJ Faculty Council): 17 November 2022 - FGSR Graduate Program Support Team: 30 January 2023 - FGSR Policy Review Committee: February 16, 2023 - FGSR Council: March 8, 2023 - GFC Programs Committee: March 16, 2023 - General Faculties Council: April 17, 2023 - Board Learning, Research and Student Experience Committee: June 2, 2023 - Board of Governors: June 16, 2023

Strategic Alignment

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

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

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

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

UNIVERSITY OF ALBERTA	**GENERAL FACULTIES COUNCIL**
UNIVERSITY GOVERNANCE	For the Meeting of April 17, 2023

Item No. 6

	Alberta Advanced Education templates and requirement of WIL for graduate programs

Attachments:

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

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

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

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

Institutions should:

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

SECTION A: PROPOSAL OVERVIEW

Basic Information *(Complete the table below)*

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

1. Type of Initiative *(Answer the following questions)*
This is a proposal for (select one from the drop-down menu):

New master's program

SECTION B: OVERVIEW OF PROPOSED PROGRAM OF STUDY

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

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

See Appendix

● 3-4 sentence calendar description

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

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

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

- whether the program is course-based or thesis-based
  Thesis based

- a proposed program of study including course names, descriptions, credits and prerequisites, by year of study,

Déroulement du programme	Course of the program
Le programme comprend: - Deux cours obligatoires (1er semestre académique) - Développement d'un plan d'étude (1er semestre académique) - Un examen de synthèse écrit sur les connaissances de base du domaine du plan d'étude (fin du 2e semestre) - Une proposition de la recherche (fin du 2e semestre académique) - Temps de recherche (7 à 7 semestres académiques) - Stage apprentissage en milieu de travail – développement d'une proposition pour la communauté ou un employeur possible et travail de 4 à 8 mois pour compléter le projet de proposition. Le tout entamé dans le cadre d'un projet MITACS ou autres (optionnel). - Rédaction d'une thèse (fin 5e / début 6e semestre académique) - Une soutenance de thèse (6 au 9e semestre académique)	The program includes: - Two required courses (1st academic semester) - Development of a study plan (1st academic semester) - A written comprehensive exam on the basic knowledge of the study plan field (end of 2nd semester) - A research proposal (end of 2nd academic semester) - Research time (7 to 7 academic semesters) - Work-based learning internship - development of a proposal for the community or a possible employer and 4-8 months of work to complete the proposal project. All initiated as part of a MITACS or other project (optional). - Writing a thesis (end of 5th / beginning of 6th academic semester) - A thesis defense (6th to 9th academic semester)

Structure du programme de MSc

Step 1: Year 1	a. In the first week of fall term, students will be welcomed into the program and will take part in the following activities: - Cohort building; - Orientation; - Workshops about the use of eclass, online-delivery, teaching and research assistant training, filling forms and claims, submission of forms, learning to use GSMS and other LMS, applying for grants; - Required training in indigenous research spaces in Canada, and in EDI in scientific research; - Personal portfolios; - Using the library; - Meeting with the supervisor, if selected already; - Registering for classes. b. Academic advisory team: given the dual disciplinary and interdisciplinary nature of the program, students will meet with an advisory committee, composed of the supervisor, the Grad program administrator and the Grad Program Advisor/ADgrad and a member of the CES. They will answer students' questions about courses and the nature of their research work. This will be be initial stage of the "f*euille de route,*" or roadmap. Students will start working on their work plan "*plan d'études,*" or program plan. c. Course work Fall/Winter, Fall 1 year 1: two required Course (FSJ-ES 500 and 505) and either a directed studies course and/or another regular course of interest to the student with supervisor agreement. Winter 2 year 1: either a directed studies course and /or a regular course of interest to the student with supervisor agreement. The two required courses pertain to conducting research in scientific fields. These courses will be taught every year. In consultation with the student, the supervisory committee will decide on the topics of the directed studies courses and if any additional formal courses will be required. Under certain circumstances, students may take one of their courses during the spring & summer of the first year. This has to be approved by the supervisor.	
Step 2: Year 1	a. Development of a WIL plan with the supervisor and the graduate office team. The grad office will provide a list of all stakeholders in the WIL, will connect and assist students with work placement and their WIL advisor (*encadrant*).	

		b. Each year, FGSR Supervisory guideline requirements are completed, and a copy is submitted with the professor's annual report to FEC. Student and supervisor sign off on this document as per FGSR requirements. NB: Professors/supervisors submit the first meeting form to the FEC as well.
		c. Early winter semester, students are given a list of readings to prepare for their comprehensive exam (*examen de synthèse*).
		d. Students, in collaboration with the Graduate coordinator and the supervisor start working on their Professional Development requirement.
		e. Students work on their research plan in collaboration with the supervisor.
		f. Given the bilingual nature of this program, Francophone students will have the option to take a non-credit ALS course to improve their English, especially their reading and writing skills.
	Step 3: Year1	At the end of spring term of the first year, students take their "*examen de synthèse*" - Part one: because of the interdisciplinary nature of the program, students will sit for a comprehensive exam about specific topics related to their field(s) of research and study. - Supervisory committee prepares the question for the comprehensive exam. - Comprehensive examination will be scheduled during a three-day period. This can be modified as needed. - Part two: students submit to the supervisory committee a detailed research proposal with a research plan. - Part three: Oral presentation of the research proposal with a detailed outline and timeline of work (two hours meeting with the supervisory committee).
	Step 4: Year 2	a. Research work (summer and fall terms). b. WIL and internship of 4-8 months.
	Step 5: Year 2	a. Writing the thesis. b. Completing the learning outcomes forms. c. Students start to prepare manuscript and dissemination activities: conference papers, journal papers, field-specific organizations, etc).

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

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

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

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

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

Not applicable

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

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

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Reviewer's Comment:

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

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

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

Résultats d'apprentissage visé par la MSc interdisciplinaire

Interdisciplinary MSc Learning Outcomes

Attribut de finissant **Graduate Attributes**	Résultats d'apprentissage **Learning outcomes**	Indicateurs **Indicators**

Niveau et profondeur des connaissances
 	
Level and depth of knowledge
	● Approfondir leurs connaissances dans les domaines [premier domaine], [deuxième domaine]…[autres domaines] du programme individuel disciplinaire ou interdisciplinaire [nom du domaine]
	● Développer des compétences de base en recherche en complétant un cours méthodes de recherche et méthodes statistiques.
	● Compréhension systématique et critique de la littérature et/ou états des connaissances du sujet de recherche
	● Connaissance approfondie du domaine de spécialisation.
	● La défense du projet et l'achèvement du cours [THES 90X]
	
	● Deepen their knowledge in the [first area], [second area]...[other areas] of the disciplinary or interdisciplinary individual program [name of area]
	● Develop basic research skills by completing a research methods and statistical methods course.
	● Systematic and critical understanding of the literature and/or states of knowledge of the research topic.
	● Thorough knowledge of the area of specialization.
	● Project defense and course completion [THES 90X].
		● Compléter le cours de méthodes de recherches FSJ ES 500 et méthodes expérimentales et statistiques FSJ ES 505.
		● Développement d'un plan d'étude individuel avec le comité de supervisions approuvé par le/la vice doyen.ne aux études supérieures. Le plan doit inclure des connaissances au point de vue des :
		   o Statistiques ou mathématiques nécessaires pour la recherche dans le domaine
		   o Des domaines du programme d'étude (révision et synthèse de livres, d'articles, d'œuvres créatives …)
		   o Des méthodes de recherche et/ou technique/outils de pointe dans les domaines du programme d'étude
		   o Complété durant le cours FSJ ES 509
		● Évaluer par
		   o un examen de synthèse écrit à la fin du 2e semestre sur la liste de sujet dans le plan d'étude
		   o Les résultats des cours
		   o La revue de littérature du projet final
		   o La défense orale du projet final
		
		● Completion of FSJ ES 500 Research Methods and FSJ ES 505 Experimental and Statistical Methods.
		● Development of an individual plan of study with the supervisory committee approved by the Associate Dean of

		Graduate Studies. The plan must include knowledge in the areas of:
		◦ Statistics or mathematics needed for research in the field
		◦ of the field (review and synthesis of books, articles, creative works ...)
		◦ Advanced research methods and/or technique/tools in the curriculum areas
		◦ Completed during FSJ ES 509
		• Evaluate by
		◦ a written synthesis exam at the end of the 2nd semester on the list of topics in the study plan
		◦ Course results
		◦ The literature review of the final project
		◦ Oral defense of the final project
Compétence de recherche et érudition **Research competence and scholarship**	- Capacité de développer des arguments logiques. - Compréhension conceptuelle des cadres théoriques, des méthodologies et/ou de la conception expérimentale permettant une évaluation critique des résultats de la recherche. - Capacité à concevoir de nouvelles expériences ou de nouveaux modèles. - Capacité à évaluer de nouvelles informations dans le contexte des connaissances actuelles dans le domaine. - Conscience des limites des cadres théoriques, des méthodologies et/ou de la conception expérimentale dans le développement d'une interprétation alternative pour tirer des conclusions. - Capacité à produire une recherche ou un projet original d'une qualité suffisante pour satisfaire à l'examen par les pairs et mériter une publication et/ou démontrer un impact pour un public cible.	• Développement d'un plan de recherche de moins de 10 pages, approuvé par le comité de supervision, qui inclu : ◦ Introduction ◦ Synthèse de la littérature ◦ Objectifs ◦ Méthodes de recherche propre au domaine pour obtenir les résultats ◦ Résultats escomptés ◦ Format du projet final ◦ Nombre et format de transfert de connaissances originaux (article et/ou conférences, œuvres, public cible et transfert des connaissances) ◦ Budget ◦ Diagramme de Gantt ◦ Citations (pas inclue dans le nombre de pages) ◦ Appendices (pas inclue dans le nombre de pages) • Transfert de connaissance en fin de programme : publication originale et créative propre au domaine (article de revue, conférence, manuscrit, création artistique…) • Défense du projet final

<table>
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<td></td>
<td>Ability to develop logical arguments.
Conceptual understanding of theoretical frameworks, methodologies, and/or experimental design allowing for critical evaluation of research results.
Ability to design new experiments or models.
Ability to evaluate new information in the context of current knowledge in the field.
Awareness of the limitations of theoretical frameworks, methodologies and/or experimental design in developing an alternative interpretation for drawing conclusions.
Ability to produce an original research or project of sufficient quality to satisfy peer review and merit publication and/or demonstrate impact for a target audience.</td>
<td>● Development of a research plan of less than 10 pages, approved by the supervisory committee, which includes:
○ Introduction
○ Synthesis of the literature
○ Objectives
○ Field-specific research methods to obtain results
○ Expected results
○ Format of the final project
○ Number and format of original knowledge transfer (papers and/or conferences, works, target audience and knowledge transfer)
○ Budget
○ Gantt chart
○ Citations (not included in page count)
○ Appendices (not included in page count)

● Knowledge transfer at the end of the program: original and creative publication specific to the field (journal article, conference, manuscript, artistic creation...)

● Defense of the final project</td>
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<td>**Habiliter d'appliquer les connaissances**

Empower to apply knowledge</td>
<td>Compétences démontrées dans le processus de recherche par l'application d'un ensemble de connaissances existantes à l'analyse critique d'une nouvelle question ou d'un problème spécifique dans un nouveau contexte, évaluée au moins une fois par an avec le superviseur ou le comité de supervision et au moment de la défense du projet.

Compétences démontrées dans le contexte d'une expérience d'apprentissage en milieu de travail

Demonstrated competence in the research process through the application of an existing body of knowledge to the critical analysis of a new question or specific problem in a new context,</td>
<td>● Évaluation formelle du progrès de programme et/ou de projet au moins 2 fois par année par le/la superviseur.e et une fois par année par le comité de supervision

● Défense du projet final

● Développement du portfolio d'apprentissage en milieu de travail

● Utilisation de leurs connaissances durant un stage d'apprentissage en milieu de travail

● Formal evaluation of program and/or project progress at least twice a year</td>
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	assessed at least annually with the supervisor or supervisory committee and at the time of the project defense. Skills demonstrated in the context of a work-based learning experience	by the supervisor and once a year by the supervisory committee ● Defense of the final project ● Workplace Learning Portfolio Development ● Use of their knowledge during a work-based learning placement

Compétence en communication
 	
Communication skills
	- Communiquer efficacement les résultats de la recherche sous forme écrite et orale selon les normes du domaine par la création d'un projet final et sa défense orale.
	- Communiquer les résultats de la recherche dans des présentations orales conformes aux normes de la recherche.
	- Capacité à composer des manuscrits de style recherche qui sont acceptables pour l'examen par les pairs.
	- Communiquer efficacement des connaissances générales dans le domaine de [nom du domaine] par le biais d'activités d'assistanat à l'enseignement.
	
	- Effectively communicate research findings in written and oral form according to the standards of the field through the creation of a final draft and its oral defense.
	- Communicate research findings in oral presentations consistent with research standards.
	- Ability to compose research style manuscripts that are acceptable for peer review.
	- Effectively communicate general knowledge in the field of [name of field] through teaching assistantship activities.
		● Communication écrite par le biais :
		  ○ du plan d'étude,
		  ○ du plan de recherche,
		  ○ les communications propres au domaine de recherche (article, manuscrit, etc.) s'il y a lieu
		  ○ Le document du projet final s'il y a lieu
		● Communication orale par le biais
		  ○ de présentations dans les rencontres de comité de supervision,
		  ○ présentations durant des conférences ou autres propres au domaine (diffusion, exhibition)
		  ○ Défense du projet final
		● L'habilité de communiquer les connaissances du domaine par le biais d'assistanat à l'enseignement
		● Complétion du portfolio personnel et WIL
		
		● Written communication through:
		  ○ the study plan,
		  ○ the research plan,
		  ○ Communications specific to the research area (article, manuscript, etc.) if applicable
		  ○ Final project document if applicable
		
		● Oral communication through

		○ presentations at supervisory committee meetings
		○ presentations at conferences or other events specific to the field (dissemination, exhibition)
		○ Defense of the final project
		● Ability to communicate domain knowledge through teaching assistantship
		● Completion of personal portfolio and WIL
Capacité professionnelle et autonomie **Professional capacity and autonomy**	- Faire preuve d'un comportement éthique dans la recherche et les études. - Faire preuve d'initiative et de responsabilité personnelle. - Atteindre un niveau d'indépendance suffisant pour prendre des décisions correctes dans des scénarios complexes. - Faire preuve de développement professionnel en matières EDI et réconciliation - Demonstrate ethical behavior in research and study. - Demonstrate initiative and personal responsibility. - Achieve a level of independence sufficient to make correct decisions in complex scenarios. - Demonstrate professional development in EDI and reconciliation	● Ne pas contrevenir le code des étudiants ● Compléter le cours d'éthique de FGSR ● Compléter un plan de développement professionnel ● Compléter des ateliers de développement professionnel sur les préjugés inconscients, l'intersectionnalité, la réconciliation ● Not violate the student code ● Complete the FGSR ethics course ● Complete a professional development plan ● Complete professional development workshops on unconscious bias, intersectionality, reconciliation
Leadership et collaboration	Démontrer des compétences en gestion de projet en menant à bien le projet de recherche et en obtenant le diplôme dans les délais prévus (2 ans). Travailler efficacement au sein d'une équipe de recherche	● Plan de recherche et achèvement du projet dans un délai de deux ans ● Travail en équipe durant l'apprentissage en milieu de travail, dans l'équipe de recherche, avec le comité de supervision

Leadership et collaboration	Demonstrate project management skills by successfully completing the research project and graduating within the expected time frame (2 years). Work effectively as part of a research team	• Atelier de développement professionnel sur le travail d'équipe et de leadership • Un membre actif de la communauté du Campus Saint-Jean • Participation active dans les instituts et groupe de recherche du superviseur de programme • Research plan and completion of project within two years • Teamwork during work-based learning, on the research team, with the supervisory committee • Professional development workshop on teamwork and leadership • An active member of the Campus Saint-Jean community • Active participation in the program supervisor's institutes and research group

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

- One placement of 40 hours will be required
  The students will be responsible to work with their supervisors and to network with community members/partners to develop, as part of their program, a research proposal that meets MITACS (funding organization https://www.mitacs.ca/en) requirements that will then be completed within the working environment of the community partner.

c. Comment on whether/how WIL placements in other programs may be impacted as a result of this program.

- Not applicable – since the research collaboration or contract-based opportunities, MITACS programs will be of a French or a bilingual nature.

Reviewer's Comment:

SECTION C: ENROLMENT PLANNING

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

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

a. Indicate the percentage of international students in the enrolment projections and provide a rationale regarding how the percentage was established.

- We did not include international students in the calculation. We are basing our numbers solely on domestic students and current **minimum** capacity of faculty members to supervise graduate students. It is expected that this program will attract a greater number of students based on its flexibility and ability to tackle uniquely interdisciplinary research projects that meet societal needs. Furthermore, as the only such innovative French science program in Western Canada, with a robust marketing strategy, it is expected that the program will interest students from all of the Francophonie.

- We expect 4-5 international students per year in addition to the domestic numbers but these will not be factored into the budget.

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

i. cater to graduates of your institution ii. to meet a local demand iii. to meet a national demand iv. meet an international demand	● Initially, the program first and foremost meets a CSJ need for graduate students in the broad set of research activities, both disciplinary and interdisciplinary, at the campus. As an innovative approach leading to new disciplinary boundary definitions (uniquely-, inter- and/or trans-disciplinary), student-focused and self-directed program, it will attract students locally, nationally and internationally. This is a unique program that offers students flexibility in coursework, in research integrated within a WIL component, as well as concretely addressing learning outcomes that map to the Alberta Credential Framework .
Reviewer's Comment:	

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

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

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

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

☑ Student/learners   ☐ Employers and professional associations
☑ Faculty   ☑ Community organizations
☐ Program advisory committee   ☑ Other post-secondary institutions
☐ Regulator and/or accreditation bodies   ☑ Other FGSR

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

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

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

- Students graduating from this program will have the same skills and competencies as those in the current MSc across UofA and other programs in Western Canada and beyond. The notable difference is that they will be working in both official languages.
- MSc programs are in great demand; the Faculty of Science, UofA, has over 700 Masters students, demonstrating student demand for the MSc program. Of these 700 students, there are a few who are supervised by CSJ faculty (please see the CV of the professors for more information about supervision).

- CSJ professors already fund more graduate students than is suggested under the proposed enrolment for the new program in other programs outside of CSJ. This is because students want to work with our professors, and in our faculty. However, they are registered in the faculty of science. We expect that the recognition and support for our graduate student teaching will encourage professors to increase their research activities and lead to graduate student enrollment growth.

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

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

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

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

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

This program offers students the chance to choose their research topic from among several science disciplines, or combine several disciplines. Students can choose amongst the following general research areas to answer directly to needs identifies in the society:
- health sciences, biology, chemistry, and psychology;
- data sciences, mathematics, statistics, and computing sciences; and
- earth sciences, physics, and environment.

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

Reviewer's Comment:

SECTION D: GRADUATE OUTCOMES AND PATHWAYS

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

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

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

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

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

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

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

Reviewer's Comment:

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

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

- It is incumbent on CSJ leadership to ensure equity to our community of learners, professors and French/bilingual highly trained individuals by providing these programs.
  - From a societal context, offering to the French linguistic minority a unique-to-Western-Canada graduate program in the STEM/STEAM areas is an important equity issue for the University of Alberta that has equity, diversity and inclusivity (EDI) as a strategic priority.
  - Canada, a bilingual country, needs well-trained bilingual experts with an in depth knowledge of the issues confronting Western Canada (oil and gas sector, forestry, agriculture, etc) and who understand the advantages of pan-Canadian partnerships and networks that will benefit Alberta's and Canada's knowledge-based economies. As such, we will offer students the opportunity to continue learning English so that by the time they graduate, they can be fully functional in both official languages.

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

This program, as detailed in its learning outcomes and competencies, trains students to meet needs of these key areas. Students must create WIL proposals that hone entrepreneurial skills focusing on community or employer needs, leading to innovative solutions. The students are trained in their fields of interest, providing them a broader set of skills and knowledge, preparing them to be catalysts of innovation.

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

This program offers a new pathway through a unique and quality program. By providing post-secondary education to those who speak French, including the Métis students, this program benefits all Albertans.

Reviewer's Comment:

SECTION E: FINANCIAL VIABILITY AND SUSTAINABILITY

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

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

- The program requires very few resources as there are only two courses that are also required by other programs. Tuition will mostly flow towards student services and support for their research, professional development, WIL and other activities. CSJ has a student support system that will be further tailored to support graduate students.

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

- The program will not add any new costs to CSJ. CSJ has a graduate coordinator and the required infrastructure and current ability to teach the needed courses. This program is one of a set of graduate programs offered or being proposed. The sources of costs are shared between all these programs. It is anticipated that the added revenues will support current graduate program activities. If revenues are not achieved, mitigation of costs will be undertaken and resources found in other operational revenues to sustain the program.

Reviewer's Comment:

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

a.	Indicate the percentage of students who are likely to receive funding (fully-funded, partially funded, or un-funded)? ● It is expected, but not mandatory, that all students will be funded.
b.	Estimate the typical level of funding provided to students admitted into the proposed program. (Indicate if there is a minimum). ● Students should be fully funded by supervisors at $14,000 per annum. ● Students will have other funding opportunities such as teaching assistantships.
c.	Identify external awards (e.g., SSHRC or NSCHRC fellowships) that students are eligible for and can reasonably expected to be awarded. ● Tri-council scholarships, MITACS, Alberta Excellence Graduate Scholarships, Association des collèges et universités de la francophonie canadienne (ACUFC)

Reviewer's Comment:

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

a.	Document tuition and fee projections for students (specify domestic student tuition fees, international student tuition fees, compulsory student fees, and other costs likely to be incurred by students (texts, equipment, equipment, travel for research or conference etc.). Provide rationale where appropriate such as comparisons with similar programs. (Consult with the Ministry as needed.):
	
	● Both domestic and international students will pay University of Alberta graduate program tuition and students fees.
	● Domestic:
	   ○ Instructional fees - $4,192.80
	   ○ Non-instructional fees - $1213.31
	● International
	   ○ Instructional fees - $8,700.00
	   ○ Non-instructional fees - $1213.31
	● Conference and other costs are expected to be covered by the supervisor and through awards available through GSA.
	● The two mandatory courses will not require texts or other costs.

b.	Does the proposed program align with the Tuition and Fees Regulation? ☑ Yes; or ☐ No
c.	Please elaborate on above answer, if necessary. ● This is a typical graduate program that meets TFR.

Reviewer's Comment:

SECTION F: INSTITUTIONAL IMPACT

1. Institutional Mandate, Strategy Alignment, and Capacity *(Answer the following questions)*
a. Briefly describe how the proposed program aligns with the institution's mandate and government priorities.

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

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

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

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

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

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

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

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

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

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

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

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

- The program builds on the need for graduate programs at CSJ. Our professors have been supervising students in other faculties as a result of not having such programs at CSJ. These professors have strong, long-established working relationships with partners at the University of Alberta and at other institutions, which creates a very strong learning environment that opens doors for students to build a broader portfolio of knowledge, competencies, and networks vital for their post-program successes.

Reviewer's Comment:

2. Internal Review and Approval

a. Indicate which internal governance body recommended approval and specify date of approval.
- Conseil de la Faculté Saint-Jean
- Faculty of Graduate Studies and Research Council
- General Faculties Council (GFC) Programs Committee
- GFC

Reviewer's Comment:

SECTION G: SYSTEM IMPACT

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

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

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

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

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

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

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

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

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

Reviewer's Comment:

SECTION H: OTHER CONSIDERATIONS

Other considerations

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

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

Reviewer's Comment:

REVIEW COMPLETE: RECOMMENDATION (FOR DEPARTMENT USE)
Recommendation(s):

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

Calendar Change Request Form
for Program and Regulation Changes
See the Calendar Guide for tips on how to complete this form.

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

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

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

Calendar Copy

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

Current Copy	**Proposed Copy [Français]**

Maîtrise en sciences interdisciplinaire

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

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

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

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

Conditions d'admission

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

- Baccalauréat universitaire ou équivalent reconnu par l'Université de l'Alberta;
- Moyenne d'admission minimale de 3,0 sur l'échelle de 4 points, ou l'équivalent, dans les 60 crédits derniers crédits des cours universitaires, ou sur l'équivalent des deux dernières années de cours à temps plein ;

- Les candidats doivent posséder une compétence langagière adéquate en français; démontrée par :
    - un diplôme universitaire ou équivalent d'un établissement reconnu par l'Université de l'Alberta, et où la langue d'enseignement est le français. La preuve que l'instruction pour le diplôme était en français est requise,
  OU
    - un résultat satisfaisant à un test de compétence en français approuvé (la liste des tests de compétence linguistique approuvés par la Faculté Saint-Jean est disponible au bureau des études supérieures de la Faculté Saint-Jean).

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

    Les candidats doivent également soumettre les documents suivants :
- Lettre d'intention en français indiquant l'orientation et le domaine de recherche choisi;
- Deux lettres de recommandation adressées directement à la Faculté Saint-Jean;
- Une lettre d'appui d'un superviseur potentiel.

Exigences du programme

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

Cours obligatoires (6 crédits)

ESFSJ 500 Introduction à la recherche scientifique

ESFSJ 505 Conception expérimentale et analyse statistique dans la recherche scientifique

Cours optionnels (12 crédits)

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

Thèse

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

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

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

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

Résidence

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

Durée limite du programme

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

Cours de 2e cycle

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

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

Current Copy:	Proposed Copy: <mark>[English]</mark>
<mark>NEW</mark>	**Maîtrise en sciences interdisciplinaire** The *Maitrise en sciences interdisciplinaire individualisée* at Campus Saint-Jean offers, in French, a high-level, graduate education in the scientific disciplines organized according to the major research axes at the Faculté Saint-Jean. Established to meet the professional needs of the 21st century, in a world of close linguistic contact, and in a bilingual minority (Francophone) situation, this program constitutes a unique environment for interdisciplinary scientific research that provides a exclusive opportunity for students to deepen their knowledge and skills in research within Canada's linguistic duality. The *Maitrise en sciences interdisciplinaire* program offers students the opportunity to choose their specialization in different categories that combine several disciplines. Students can choose from the following specializations that directly address the needs identified in society: Health Sciences; Biology; Chemistry; Psychology; Data Science; Mathematics; Statistics and Computer Science; Earth Sciences; Physics; Environment. The program is completed at the Faculté Saint-Jean in collaboration with the College of Natural and Applied Sciences of the University of Alberta. **Entrance Requirements** The minimum requirements for admission to the *Maitrise en sciences interdisciplinaire* are as follows. • An undergraduate degree or equivalent recognized by the University of Alberta. • An admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last 60 units of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework. • Applicants must have adequate French language proficiency, as demonstrated by: ○ a degree or its university-level equivalent from an institution recognized by the University of Alberta, and where the language of instruction is French. Proof that instruction for the degree was in French is required; OR

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

Note: Where applicable, applicants must meet the minimum English Language Requirement.

Applicants are also required to submit the following:

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

Program Requirements

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

Required courses (6 units)
ESFSJ: 500 Introduction à la recherche scientifique
ESFSJ : 505 Conception expérimentale et analyse statistique dans la recherche scientifique

Elective Courses (12 units)
At the discretion of the supervisor, and the supervisory committee, additional elective courses (4 courses) may be required during the program of study.

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

Ethics and Professional Development Requirements

Students are required to meet the FGSR Academic Integrity and Ethics Training Requirement and the FGSR Professional Development Requirement.

Residence Requirement

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

Length of Program

	The maximum time to complete the thesis-based *Maitrise en sciences interdisciplinaire* program is four years, as set by the Faculty of Graduate Studies and Research.
	Graduate Courses
	Graduate courses can be found in [Course Listings](#) under the subject headings ESFSJ, MAFSJ and M EDU.

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date. FSJ Executive Committee: November 11, 2022 FSJ Council: November 17, 2022
OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.

FINAL Item No. 7

Governance Executive Summary
Action Item

Agenda Title	**FSJ Proposal: Doctorat Etudes Transdisciplinaires**

Motion

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

Item

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

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	The proposal is before the committee because the Faculté Saint-Jean is proposing a new PhD in transdisciplinary studies (Doctorat en Etudes Transdisciplinaires), for implementation upon final approval along with the corresponding calendar changes.

Executive Summary (*outline the specific item – and remember your audience*)	For over a decade, Campus Saint-Jean has been working to create its own doctoral program. It is an equity issue that Faculté Saint-Jean (FSJ, as an academic unit) has its own doctoral program in order to offer a complete university degree program in French across Alberta and in Western Canada. In their final recommendation, The Quality Assurance Review (QAR) committee of independent reviewers concluded:
	
	"The Committee was impressed with the expertise, insights and commitment of those involved in these (graduate) programs. The M.A. and the M.Ed. are both good programs bringing together fine professors and students. Because there are not many French-language master's programs in Western Canada, they are of importance that exceeds their modest number of enrollments. The programs do not require any significant overhaul in content or orientation. The Committee believes that the development of a doctoral program is a legitimate goal for a faculty within a U15 university. As the sole francophone doctoral program in Alberta, such a program could well have a significant academic and social impact."
	
	Currently,
	   (1) Professors at FSJ cannot fully engage in supervisory duties of their own doctoral students
	   (2) French speaking students in the province seek other institutions to continue their higher education in French
	   (3) It is difficult to attract and retain professors without such a program
	
	With a Doctoral program at FSJ,The University of Alberta will gain an international pool of students and researchers in various fields in the Applied and Natural

	Sciences, in the Humanities and Social sciences, as well as in health and the environment by opening doors for graduate education in the Francophone world, especially in Africa.

In 2017-2018, we conducted an extensive survey among our graduate alumni to seek their feedback and input into our existing programs and potential new programs. The large majority of our graduates had a positive experience and they would like to see a complete university program offered in French at the UofA.

We have developed an innovative doctoral program that is the result of extensive consultation and feedback locally, provincially, and nationally from various stakeholders. Within the program, students will have a personal portfolio as well as a WIL plan integrated into the program. Besides the two required courses, the student and the supervisory committee will have the possibility to craft an individualized plan of study and research.
We have mobilized various groups (Business, agencies, NGO, etc) to assist students in work placements and in conducting research.
The program is built with open collaboration for supervision and/or for both the comprehensive examination as well as the candidacy with colleagues from across the university. Built into the program is an openness to collaborate and work in interdisciplinary groups.

The cohort model that we propose in this program will train the student at the start of their academic journey to ensure that Indigenous perspectives as well as EDI in research is implemented and taught at the very core of the program. We are also planning several team building activities and orientations that provide the students with peer and administrative support for their overall well-being. Campus Saint-Jean offers a unique fostering environment for students to learn and interact with professors and students in other fields and disciplines that will give them a chance to broaden their perspective of research.

Once approved, we have everything in place to start receiving students. Bibliothèque Saint-Jean of UA Libraries is one of the best collections of French resources outside of Winnipeg. Our professors collaborate with colleagues from across the university, the country, and beyond.

Woven into the program are specific learning outcomes, implemented from the very beginning of the program with clear measurable indicators for success. The LOs will provide a solid backbone for a rigorous and unique academic program. |
| Supplementary Notes and context | *<This section is for use by University Governance only to outline governance process.>* |

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)	Consultation: ● Mai-Juin 2019, Septembre 2019: FGSR and Provost Office ● Septembre 2019: Comité des études supérieures ● September 2019: Faculty of Engineering ● September 2019: Faculty of Sciences ● Octobre 2019: Conseil consultatif de FSJ ● Octobre 2019 : Comité des étudiants aux cycles supérieures ● Novembre 2019 : Faculty of Education

| <For information on the protocol see the [Governance Resources section Student Participation Protocol](#)> | Novembre 2019 : 3ème rencontre avec FGSR Novembre 2019 : Organismes communautaires : Conseil de Développement Economique de l'Alberta, Coalition de la femme, Réseau de Santé Alberta . Décembre 2019 : Faculty of Arts Décembre 2019 : ACFA Décembre 2019 : Alberta Teachers' Association Décember 2019 : fees and budget, Registrar office initial meeting January 2020 : Budget- Edith Finczak and Ibtissam Nkaili February 2020: Provost office/ FGSR Mai 2021: Discussion et demande de soutien du comité des évaluateurs externes. QAR Septembre 2021 : Comité des études supérieures December 2021 : Meeting with FGSR Vice-dean (Ali Shiri) and advisor (Frances Plane) Janvier 2022: Documents shared with FSJ Dean's advisory committee and feedback requested March 2022: meeting with dean of FGSR to discuss progress and next step March 2022: Discussion with Provost Office about new templates April-Mai2022: Budget discussion Summer and fall 2022: consultation with various community stakeholders ATA INRS Minister of Official languages ACFA l'ACFAS Canadian Parents for French Fédération des conseils scolaires francophones Conseil Scolaire Nord College of Alberta School Superintendents College of sciences College of Social Sciences and Humanities August 2022: feedback from College of arts and sciences September 2022, Discussion and Feedback from Dr. Florence Glanfield , Vice-provost Indigenous Programming & research September 2022: Retreat with all FSJ community September 2022: Feedback from FGSR September 2022 : Feedback from ACFAS -Canada Septembre 2022: Feedback and approval from the FSJ- Comité des études supérieures Septembre 2022: Feedback and approval from FSJ Association des étudiants aux cycles supérieurs September 2022: final approval from Finance office ,Edith Finczak October 2022: consultation with FSGR October 2022: feedback from Provost office October 2022: Discussion and approval from FSJ Comité de planification académique (twice) November 2022: Approval : FSJ Comité executive November 2022: Approval : FSJ Council |
| Approval Route (Governance) (including meeting dates) | Approval Pathway: CSJ-Comité de planification académique (academic planning): 6 October 2022 CSJ-Comité de planification stratégique (academic planning): 20 October 2022 CSJ-Comité exécutif (executive committee): 3 November 2022 CSJ- Conseil de la Faculté Saint-Jean (FSJ Faculty Council): 17 November 2022 FGSR Graduate Program Support Team: 30 January 2023 FGSR Policy Review Committee: February 16, 2023 FGSR Council: March 8, 2023 |

Item No. 7

	● GFC Programs Committee: March 16, 2023 ● General Faculties Council: April 17, 2023 ● Board Learning, Research and Student Experience Committee: June 2, 2023 ● Board of Governors: June 16, 2023

Strategic Alignment

Alignment with *For the Public Good*	The proposed program is in alignment with the For the Public Good strategic plan in the following areas: OBJECTIVE 1: Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world. i. Strategy: Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across the diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive research-intensive, multicampus university with options for Francophone and rural liberal arts education. OBJECTIVE 9: Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole. ii. Strategy: Highlight and strengthen the role that Campus Saint-Jean plays in reflecting and reinforcing the linguistic duality of Canada as well as the worldwide multi-ethnic Francophonie, by positioning the university locally, nationally, and internationally as a destination of choice for Francophone and bilingual students, and by progressively improving Faculté Saint-Jean students' and applicants' access to French-language services. The proposed program aligns with the Comprehensive Institutional Plan with respect to attracting and retaining talented students, providing access to innovative learning opportunities, and advancing connections with Francophone and bilingual communities, as well as, in some cases, Alberta Education. The proposed program will also support the mandate that University of Alberta graduates will be prepared, through an innovative learning environment, to think critically, to act entrepreneurially, to create cultural and technical innovation, to be successful in the global marketplace, and to assume positions of leadership in public and private sectors. The proposed program will provide the students with these skills. In addition to the above, the proposed program is in alignment with the Comprehensive Institutional Plan in the following areas. ● Facilitate, build and support interdisciplinary, cross-faculty and cross-unit engagement and collaboration. ● Create a faculty renewal program that builds on the strengths of existing faculty and ensures the sustainable development of the University of Alberta's talented, highly qualified, and diverse academy. ● Increase graduate access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience. ● Increased access to, and use of, professional development opportunities for graduate students to support their job market competitiveness, including through internship programs, events and workshops and on-line resources to improve their ability to compete in the global employment market. ● Inspire, model and support excellence in teaching and learning. ● Expand professional development opportunities for graduate students and postdoctoral fellows.

	- Foster, encourage and support innovation and experimentation in curriculum development, teaching and learning at the individual, unit and institutional levels. - Seek, build, strengthen and sustain partnerships with local, national or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business and community organizations. - Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community engaged research and scholarship that will extend the reach, effectiveness. - Work closely with key provincial partners and government agencies. - Engage with government, community, industry, business, and the post-secondary sector to address shared local, provincial, national, and global challenges. - Through delivery of the Information Technology investment plan, facilitate easy access to, and use of, university services and systems - Development of mutually beneficial projects that strengthen reciprocal relationships with external stakeholders through community engagement. - The program aligns very closely with the University of Alberta's mandate of offering innovative programs that meet the needs of the community. It further aligns with the equity, diversity and inclusion strategic plan by offering a program to an important linguistic minority at CSJ highlighted in the strategic plan. - It aligns with the calls to action on Reconciliation and EDI as the program includes required professional development in these areas.
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing. ☐ Enrolment Management ☑ Relationship with Stakeholders ☑ Faculty and Staff ☑ Reputation ☐ Funding and Resource Management ☑ Research Enterprise ☐ IT Services, Software and Hardware ☐ Safety ☑ Leadership and Change ☑ Student Success ☐ Physical Infrastructure
Legislative Compliance and jurisdiction	Post-Secondary Learning Act UofA Calendar General Faculties Council Programs Committee Board Learning, Research and Student Experience Committee Faculty of Graduate Studies & Research Comprehensive Institutional Plan The *For the Public Good* strategic plan Alberta Advanced Education templates and requirement of WIL

Attachments:

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

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

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

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

Institutions should:

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

SECTION A: PROPOSAL OVERVIEW

Basic Information *(Complete the table below)*

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

1. Type of Initiative *(Answer the following questions)*
This is a proposal for (select one from the drop-down menu):

New doctoral program

SECTION B: OVERVIEW OF PROPOSED PROGRAM OF STUDY

1. Program Description *(Answer the following questions)*
a. Attach (as an appendix to this proposal) a concise program description document that includes:
● 3-4 sentence calendar description
Le programme de doctorat au Campus Saint-Jean offre, en français, une éducation universitaire au troisième cycle de haut niveau dans plusieurs domaines des sciences, santé, sciences sociales et humaines, organisés sous ces trois grands axes de recherche. Établi pour répondre aux besoins professionnels du 21eme siècle, dans un monde de contact linguistique étroit et en situation linguistique (francophonie) minoritaire, ce programme constitue un milieu incontournable pour la recherche transdisciplinaire intégrée qui offre une occasion unique aux étudiants d'approfondir leurs connaissances et compétences dans la recherche au sein de la dualité linguistique du Canada.
The doctoral program at Campus Saint-Jean offers, in French, a high-level post-graduate education in several fields of science, health, social sciences and humanities, organized under these three main research orientations. Established to meet the professional needs of the 21st century, in a world of close linguistic contact and in a minority language situation-Francophonie, this program constitutes an essential environment for integrated transdisciplinary research that offers a unique opportunity for students to deepen their knowledge and skills in research within Canada's linguistic duality.

- whether the program is course-based or thesis-based
  Thesis based

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

Step 1	a. First week of fall term, students will be welcomed into the program and will take part in the following activities:

Step 1   a. First week of fall term, students will be welcomed into the program and will take part in the following activities:
- Cohort building;
- Orientation;
- Workshops on the use of the eClass Learning Management System (LMS), online-delivery, teaching and research assistant training, filling forms and claims, submission of forms, learning to use Graduate Student Management System (GSMS) and other LMS, applying for grants and awards;
- Personal portfolios;
- Workshop and training on EDI in research
- Using the library;
- Meeting with the academic advisory team;
- Registering for classes after consultation with and approval of the supervisor.
- Workshop and training on indigenous perspective in research and graduate learning with a visit to Métis Crossing.

Upon their admission, students should have scheduled a meeting with their supervisor. The supervisory appointment form must be signed at this stage and submitted to the FSJ Graduate office and Faculty of Graduate Studies and Research (FGSR)

b. Orientation/Meeting: During their orientation week, students will attend a training session. Where appropriate, PhD students will have an affiliation with **The Institut Marcelle et Louis Desrochers for Transdisciplinary Research in Canadian and International Francophonies (**IMELDA) and will participate in various activities of the institute.

c. Residency is not required in this program. However, we encourage students to attend this first meeting. Professors who fund students through their own research grants may require residency of the student. Financing will not be mandatory.

d. Academic advisory team: given the nature of the program, students will meet with an advisory committee, composed of the supervisor, the Grad Program Administrator and the Associate Dean Graduate programs and a member of the Comité des études supérieures-CES. They will answer students' questions about courses and the nature of their research work. This will be the initial stage of the "feuille de route."

Step 2   a. Course work Fall/Winter, potentially Spring and/or Summer
Fall 1 Year 1: Two required courses (FSJ-ES 600 and 605- **Appendix C**), and if required/advised by the supervisory committee a directed-studies course.
Winter 2 Year 1: Directed studies courses.

The two required courses pertain to conducting research in disciplinary and interdisciplinary fields. These two courses will be taught every year.

The program is based on self- and supervisor-directed studies. The supervisory committee (**Appendix D.1 and D.2**), in consultation with the student, can decide on additional formal courses to be taken in the program if necessary.

b. Development of a Work Integrated Learning (WIL) plan with the supervisor and the graduate office team, in addition to a staff member of the Career Center of the UA. The graduate office will provide a list of all partners and stakeholders in the WIL, will connect and assist students with work placement and their WIL advisor (*encadrant*).

c. Each year, FGSR supervisory guideline requirements are completed, and a copy is submitted with the supervisor's annual report to FEC. Student and supervisor sign off on this document as per FGSR requirement.
NB: professors/supervisor submit the first meeting form from Step 1 above to Faculty Evaluation Committee along with their annual report.

Step 3	a.	Meeting with supervisor and graduate administration team to establish timeline for research work, Individual Progress Plan (IPP) and Professional Development (PD). Forms are finalized and added to the students' files.
		For the IDP and PD, approved by the supervisor and the ADG, students will abide by FGSR requirements.
	b.	When necessary, students can enroll in the English language modules. These modules do not count as credits for the required courses in the program (18 course credits). Students take an English language test, and are placed according to their language proficiency into the appropriate module. They follow these modules offered online by FSJ and when they are finished, they receive an FSJ certification of completion.
	c.	Students start to fill their WIL plan and fill their personal portfolio. The personal portfolio will serve as their professional doctoral progress report where they reflect on their progress, display/showcase their work, and engage with the program for their future work endeavors. A major part of their personal portfolio is addressing and fulfilling the doctoral learning outcomes of the program. Students keep artifacts of their progress in this portfolio.
	d.	Implementation of WIL. A progress evaluation form will be developed and used by the supervisor, the work "*encadrant,*" and the graduate program coordinator to ensure proposed progress within the WIL setting. Note: This step will repeat every semester for the first two years.
	e.	Spring, Year 1: As we seek to train students, they will attend the teaching assistant training offered in collaboration with the Center of Teaching and Learning. CTL offers this training and grants a certificate afterwards; we will work with CTL to provide a French version of this training.
Step 4	a.	Student meets with the supervisory committee and start preparation for the Candidacy exam.
		- First meeting with the supervisory committee should be scheduled during the first year, preferably first term: identifying members, defining the roles, and timelines of research work.
		- A List of readings is provided to the students during the summer of year 1.
	b.	Year 2: For the first teaching assistantship work, students will assist a professor in a course.
	c.	WIL continues.
	d.	Achievement of learning outcomes and development of personal portfolio continue.
Step 5	a.	Winter, Year 2: candidacy exam
		- Part one: because of the interdisciplinary nature of the program, students will sit for a comprehensive exam about specific topics related to their field(s) of research.
		- Supervisory committee prepares the questions for the comprehensive exam.
		- Comprehensive examinations will be scheduled during a three-day period. This can be modified as needed.
	b.	Winter, Year 2: candidacy exam
		- Part two: student submits to the supervisory committee a detailed research proposal with an extensive bibliography.
	c.	Winter/Spring, Year 2: candidacy exam
		- Part three: oral defense of the proposal with a detailed outline and timeline of work (three hours with the supervisory committee).
	d.	WIL continues.
	e.	Learning outcomes and personal portfolio continues.
	f.	As appropriate for the project, students start to participate actively in IMELDA or other organizations: preparing events and dissemination activities (conference, congress, journal papers, field-specific organizations, etc).

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

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

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

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

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

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

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

- Program learning outcomes.

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

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

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

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

  - Prepare future researchers with a unique set of transversal, cross-disciplinary skills that will help to develop community leadership qualities and support the application of foundational knowledge in disciplinary and/or interdisciplinary research.

  - Focus on the Francophone and linguistic minority perspectives by creating a deeper understanding of, and response to, broad societal needs.

  - Fulfill the requirement of the provincial and federal governments in matters pertaining to French as an official language

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

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

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

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

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

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

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

Reviewer's Comment:

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

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

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

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

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

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

We have consulted with various community stakeholders on the design of the curriculum and the learning outcomes of the graduate programs at CSJ in general, and the proposed PhD program in particular. These on-going consultations ensure the alignment with the needs of the workplace and build on the experiences of the professionals working in interdisciplinary bilingual contexts. These consultations were carried out with the following stakeholders:
- Institut nationale de recherche scientifique (INRS)
- Association Canadienne Française de l'Alberta (ACFA)
- Acfas-Canada
- Accès-emploi
- Conseil de développement économique de l'Alberta
- La coalition des femmes francophones de l'Alberta
- La fédération des conseils scolaire de l'Alberta
- Canadian Parents for French
- Conseil scolaire centre nord
- College of Alberta School Superintendents
- Alberta Teachers Association

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

We are planning two placements:

1. The first placement will be an initiation to work environment and would take place ideally in Spring of the first year of the program.

2. The second placement will be an in-depth experience and would take place in the Summer of year 1, and at the beginning of year 2.

c. Comment on whether/how WIL placements in other programs may be impacted as a result of this program.

> We do not foresee any impacts on other programs. Our program is unique, it is the only transdisciplinary program offered in French, and focuses on student-guided learning; there is no other similar program that we can compare it to in the province.

Reviewer's Comment:

SECTION C: ENROLMENT PLANNING

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

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

a. Indicate the percentage of international students in the enrolment projections and provide a rationale regarding how the percentage was established.

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

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

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

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

Reviewer's Comment:

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

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

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

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

b. Identify which stakeholder groups were consulted regarding demand/need for this program:	
☐ Student/learners	☐ Employers and professional associations
☐ Faculty	☐ Community organizations

☐ Program advisory committee ☐ Regulator and/or accreditation bodies	☐ Other post-secondary institutions (Peter Dorrington, Université de Saint-Boniface; Aline Germain-Rutherford, University of Ottawa; Rémi Léger, Simon Fraser University, Donald Ipperciel, York University) ☐ Other (please identify)

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

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

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

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

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

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

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

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

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

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

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

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

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

To meet participant, community and CSJ needs, we are proposing an innovative program with both bilingualism and multi-disciplinary research at its core.
- Canadians are more open to mastering both official languages than ever before (Statistics 150 Canada, 2017).
- Canadians are also better positioned in their work environment when they can function in field specific or inter- and trans-disciplinary capacity (Human Wanted Report 2018. They are not working exclusively in their fields.

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

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

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

Reviewer's Comment:

SECTION D: GRADUATE OUTCOMES AND PATHWAYS

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

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

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

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

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

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

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

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

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

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

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

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

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

Reviewer's Comment:

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

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

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

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

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

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

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

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

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

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

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

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

Reviewer's Comment:

SECTION E: FINANCIAL VIABILITY AND SUSTAINABILITY

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

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

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

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

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

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

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

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

Reviewer's Comment:

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

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

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

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

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

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

Students will be offered opportunities for:

Teaching assistantships;

Research assistantships;

Work in the library;

Work in *La Centrale*;

Work as lab assistants;

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

WIL activities may be remunerated in some instances .

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

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

Reviewer's Comment:

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

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

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

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

---

c. Please elaborate on above answer, if necessary.

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

Reviewer's Comment:

SECTION F: INSTITUTIONAL IMPACT

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- graduate students office space;

- academic program coordinator;

- IMELDA;

- *La Centrale*;

- Bibliothèque Saint-Jean;

- laboratories;

- sus services;

- meeting spaces;

- examination spaces;

- the Francophone provincial archives; and

- proximity to the Cité Francophone.

Reviewer's Comment:

2. Internal Review and Approval
a. Indicate which internal governance body recommended approval and specify date of approval.   See **Appendix B** for the consultations and the process of governance

Reviewer's Comment:

SECTION G: SYSTEM IMPACT

1. Impact on Alberta Adult Learning System *(Answer the following questions)*
a. How does this program support provincial priorities for the Alberta post-secondary system? There are two elements that distinguish this program from others across Alberta: language and flexibility in disciplinarity. The program will be completely in French, from the admission process, the required courses, the research, and the writing process. The second feature is the

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

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

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

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

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

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

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

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

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

See attached support letters and implementation timeline

Reviewer's Comment:

SECTION H: OTHER CONSIDERATIONS

Other considerations

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

Guiding Principles for A Complete Graduate Program at FSJ

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

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

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

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

|	
● Donner des opportunités de supervision aux professeurs au 2e et 3e cycles; ● S'assurer que les efforts des professeurs soient reconnus pleinement; ● Que les efforts rapportent à la réputation et la place Campus Saint-Jean au sein; ● Donner aux étudiants francophones et/ou bilingues les opportunités de faire des études	● Provide supervision opportunities to professors at the 2nd and 3rd cycles; ● Ensure that the efforts of teachers are fully recognized; ● That the efforts relate to the reputation and place Campus Saint-Jean within; ● Give French-speaking and/or bilingual students the opportunity to pursue innovative graduate studies at the Saint-

supérieures, innovateurs au campus Saint-Jean; ● Donner aux étudiants des compétences pratiques; ● De préparer la prochaine génération de cerveaux francophone et francophile en Alberta; ● De créer l'opportunité aux professeurs de faire des demandes de subventions qui payeront pour ces étudiants et soutiendrons leurs recherches; ● De pouvoir amener plus de fond de recherche au campus saint-jean de rencontrer les métriques nécessaires pour augmenter les budgets du campus; ● Rapporter des revenus au campus; ● De minimiser les coûts nécessaires pour offrir les programmes.	Jean campus; ● Give students practical skills; ● To prepare the next generation of Francophone and Francophile brains in Alberta; ● To create the opportunity for professors to apply for grants that will pay for these students and support their research; ● To be able to bring more research funds to the Saint-Jean campus to meet the metrics necessary to increase campus budgets; ● Report revenue to campus; ● To minimize the costs necessary to deliver the programs.

Bilingualism

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

The philosophy of our programs in FSJ.
These programs are anchored in a transdisciplinary approach to research and graduate education that integrates and goes beyond traditional interdisciplinary work. To create our transdisciplinary approach, we build on the interdisciplinary foundation of the interaction between methods and concepts, and add the collaboration that is essential to multi-disciplinary work. This transdisciplinary education has a vertical and horizontal approach to research that encompasses both inter and multidisciplinary approaches.
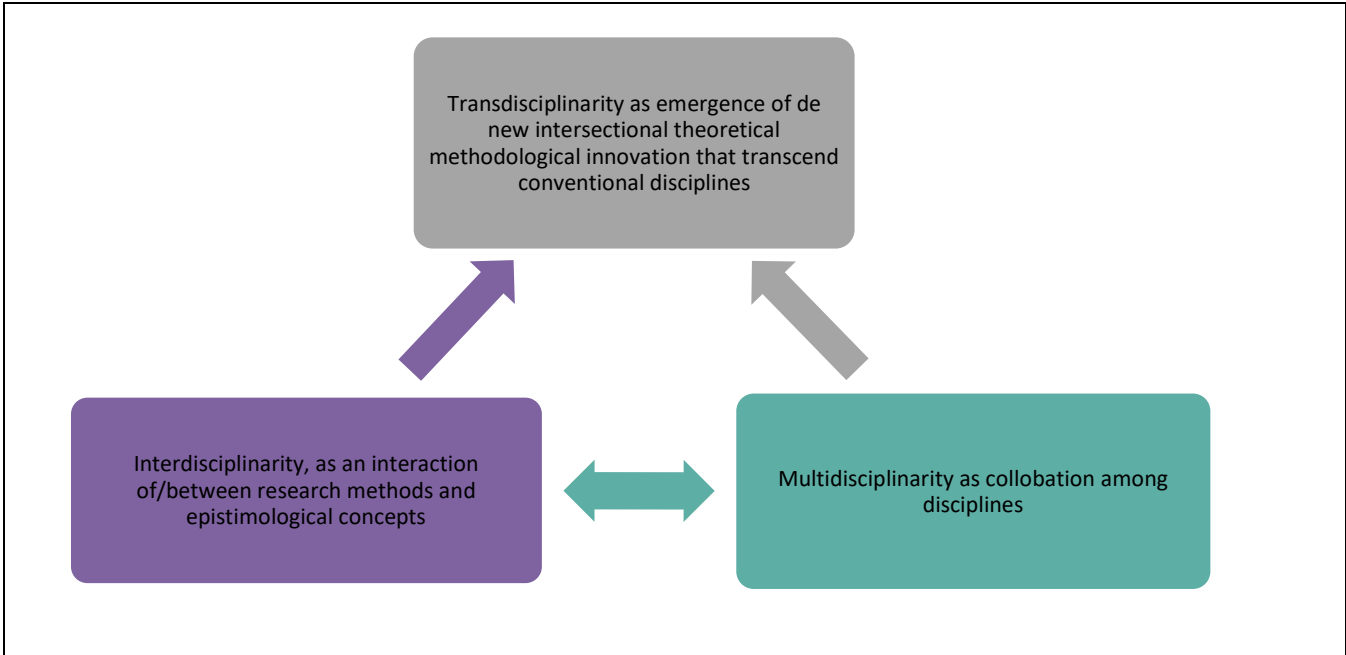
FSJ has been building its graduate program around this triangulation in consultations with various stakeholders, such as students, community leaders, potential employers, as well as FSJ professors, who are working in such rich and diverse environments. For us, it does not make sense to build silos where each discipline is compartmentalized with only rigid interactions with other disciplines. Rather, through a collaborative and cooperative lens, our programs offer the opportunity for deeper engagement with theories of knowledge and research. As a result, research at FSJ creates a clear impact on society, which is not limited within specific disciplines.

Reviewer's Comment:

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

Calendar Change Request Form
for Program and Regulation Changes
See the Calendar Guide for tips on how to complete this form.

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

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

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

Calendar Copy

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

Current Copy	Proposed Copy [Français]

Doctorat en études transdisciplinaires

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

Conditions d'admission

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

- Diplôme de maîtrise ou l'équivalent reconnu par l'Université de l'Alberta;
- Moyenne d'admission minimale de 3,0 sur l'échelle de 4 points de l'Université de l'Alberta, ou l'équivalent, dans les 60 crédits derniers crédits des cours universitaires, ou sur l'équivalent des deux dernières années de cours à temps plein ;
- Les candidats doivent posséder une compétence langagière adéquate en français; démontrée par :
    - un diplôme universitaire ou équivalent d'un établissement reconnu par l'Université de l'Alberta, et où la langue d'enseignement est le français. La preuve que l'instruction pour le diplôme était en français est requise,

  OU
    - un résultat satisfaisant à un test de compétence en français approuvé (la liste des tests de compétence linguistique approuvés par la Faculté Saint-Jean est disponible au bureau des études supérieures de la Faculté Saint-Jean).

  Note: s'il y a lieu, satisfaire aux exigences minimales en matière de langue anglaise. voir *English Language Requirement*.

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

  Note : Tous les documents doivent être soumis en français.

Exigences du programme

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

Cours:
- ESFSJ 600 : Séminaire de recherche interdisciplinaire
- ESFSJ 605 : recherche approfondie (Research Design)
- Six cours optionnel de niveau supérieur de trois crédits
  Le programme est structuré autour d'études auto dirigées et dirigées par un superviseur. Le comité de supervision, en consultation avec l'étudiant, peut décider

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

.

Thèse

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

Examen compréhensif

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

Examen de candidature

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

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

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

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

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

Niveau académique

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

Résidence

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

Durée limite du programme

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

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

Current Copy:	Proposed Copy: <mark>[English]</mark>
<mark>NEW</mark>	**Doctorate in transdisciplinary studies** The *Doctorat transdisciplinaire* program at Campus Saint-Jean offers, in French, a high-level, post-graduate education in several fields organized under the major axes of science, health, social sciences, and humanities. Established to meet the professional needs of the 21st century, in a world of close linguistic contact, and in a bilingual minority (Francophone) situation, this program constitutes a unique environment for interdisciplinary scientific research that provides an important opportunity for students to deepen their knowledge and skills in research within Canada's linguistic duality. **Entrance Requirements** The minimum requirements for admission to the *Doctorat* program are as follows: - Master's degree or equivalent recognized by the University of Alberta - An admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution The admission GPA will be calculated on the last 60 units of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework - Applicants must have adequate French language proficiency, as demonstrated by: - a degree or its university-level equivalent from an institution recognized by the University of Alberta, and where the language of instruction is French. Proof that instruction for the degree was in French is required; OR - a satisfactory score on an approved French proficiency test (the list of language proficiency tests approved by the Faculté Saint-Jean is available at the Faculté Saint-Jean Graduate Studies Office). **Note**: Where applicable, applicants must meet the minimum English Language Requirement. Applicants are also required to submit the following: - A curriculum vitae - A letter of intent (maximum two pages) outlining the applicant's research objectives - One sample of written work (between 5 and 15 pages) - Two letters of reference addressed directly to the Faculté Saint-Jean - A letter of support from at least one professor whose area of research/specialization corresponds to the pre-project submitted Note: all documentation must be submitted in French. **Program Requirements**

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

Coursework
- ES 600 : Séminaire de recherche interdisciplinaire
- ES 605 : recherche approfondie (Research Design)
- Six 3-unit graduate-level courses - optional
  The program is based on self- and supervisor-directed studies. The supervisory committee, in consultation with the student, can decide on additional formal courses to be taken in the program if necessary.

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

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

Candidacy Exam
At the end of the second year, students are required to submit a research proposal, which is followed by an oral candidacy/synthesis exam.
Due to the interdisciplinary nature of the program, the path to candidacy may take different forms. It may include, for example, written examinations on different aspects of the discipline, a series of position papers, or a long thesis proposal.

Ethics and Professional Development Requirements

Students are required to meet the FGSR Academic Integrity and Ethics Training Requirement and the FGSR Professional Development Requirement.

Academic Standing Requirement

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

Residence Requirement

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

Length of Program

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

Reviewed/Approved by:

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

FSJ Executive Committee: November 3, 2022
FSJ Council: November 17, 2022

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

FINAL Item No. 8

Governance Executive Summary
Action Item

Agenda Title	FGSR Graduate Exams Teleconferencing

Motion

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

Item

Action Requested	X Approval ☐ Recommendation
Proposed by	Roger Epp, Interim Vice-Provost and Dean, FGSR
Presenter(s)	Micah True, Associate Dean, FGSR Roger Epp, Interim Vice-Provost and Dean, FGSR

Details

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

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)	- Various bodies as part of a larger package of proposed changes. - Working Group: (Meetings: Nov. 1, 2021; Nov. 22, 2021; Jan. 17, 2022) - Micah True (Chair - Associate Dean, FGSR) - Adam Gaudry (Native Studies) - Ana Sharma (FGSR)

<For information on the protocol see the [Governance Resources section Student Participation Protocol](#)>	■ Anita Green (Nursing - Graduate Advisor) ■ Craig Heinke (Physics) ■ Kylie Heales (Business - PhD Student) ■ Mark Simpson (English & Film Studies) ■ Morris Flynn (Mechanical Eng) ■ Sujata Persad (FoMD) ■ Trish Manns (Rehab Med) ○ GPST - February 28, 2022 ○ PRC - March 9, 2022 ○ PRC - April 6, 2022 (Discussion on process) ○ GEFAC - April 7, 2022 ○ FGSR Council - March 30, 2022 (Distributed, no discussion) ○ FGSR Council - April 27, 2022 (Discussion) ○ GEFAC- May 5, 2022 ○ PRC- May 11, 2022 ○ FGSR Council- May 25, 2022 (brief update, no discussion) ○ GSA council- June 20, 2022 ● In present form: ○ Associate Deans-Education of the three colleges - Jan. 9, 2023 ○ College of Social Sciences and Humanities Associate Dean-Education and Associate Deans-Graduate of the Faculties within CSSH - Jan. 23, 2023. ○ College of Natural and Applied Sciences Associate Dean-Education, Associate Deans-Graduate of the Faculties within CNAS, and Associate Deans-Graduate of the standalone Faculties - Jan. 23, 2023. ○ College of Health Sciences Associate Dean-Education and Associate Deans-Graduate of the Faculties within CHS - Jan. 31, 2023.
Approval Route (Governance) (including meeting dates)	Approval Pathway: ● Policy Review Committee - February 16, 2023 ● Graduate Program Support Team - February 27, 2023 ● FGSR Council: March 8, 2023 ● CLE

Strategic Alignment

Alignment with *For the Public Good*	21. OBJECTIVE Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing. ☐ Enrolment Management ☑ Relationship with Stakeholders ☑ Faculty and Staff ☑ Reputation ☐ Funding and Resource Management ☑ Research Enterprise ☐ IT Services, Software and Hardware ☐ Safety ☐ Leadership and Change ☑ Student Success ☐ Physical Infrastructure

Item No. 8

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

Attachments:

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

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

FACULTY OF GRADUATE STUDIES AND RESEARCH

Killam Centre for Advanced Studies
2-29 Triffo Hall Edmonton AB Canada T6G 2E1
Tel: 780.492.2816 / Fax: 780.492.0692
www.gradstudies.ualberta.ca

UNIVERSITY OF ALBERTA

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

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

FINAL ITEM NO. 9

Decision ☒ **Discussion** ☐ **Information** ☐

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

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

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

EXECUTIVE SUMMARY:

Proposed changes to the Terms of Reference are as follows:

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

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

GOVERNANCE OUTLINE

ITEM NO. 4

SCHEDULE A:

Engagement and Routing

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

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

Approval Route:

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

Supplementary Notes / Context:

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

2. **Areas of Responsibility**
   a. Act on behalf of General Faculties Council as defined in section 4.1
   b. Preparation of agendas for GFC
   c. Faculty Councils – membership, quorum, control functionconditions, restrictions, and, sub-delegations
   d. Student Judiciary matters
   e. Academic procedural matters
   f. Governance rules and procedures procedural oversight

3. **Composition**
   Voting Members (1416)
   Ex-officio (5)
   - President, Chair
   - Provost and Vice-President (Academic)
   - Vice-Provost and University Registrar
   - Vice-President (Academic), Graduate Students' Association
   - Vice-President (Academic), Students' Union

   Elected from and by GFC (911)
   - 7 statutory academic staff (A1.1, 1.5, 1.6, 1.7), one of whom will be elected by the committee to serve as Vice-Chair
   - 1 appointed elected member (from any staff category)
   - 1 Faculty Dean
   - 1 undergraduate student
   - 1 graduate student

   Non-Voting Members
   - University Secretary
   - GFC Secretary

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

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

4.2 <u>Prepare the agenda</u> for all regular and special meetings of General Faculties Council. The committee will receive items from:
   a. GFC Standing Committees
   b. GFC members
   c. University Administration

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

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

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

4.5 <u>Academic Procedures</u>
   a. Approve the Academic Schedule
   b. Provide for the preparation and publication of the University Calendar
   c. Approve changes to wording on Parchments
   d. ~~Approve proposals for consolidated exams~~

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

5. **Responsibilities Additional to Delegated Authority**

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

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

   Sub-delegations - the following items have been delegated by this committee as noted:
   6.1 <u>Academic Procedures</u>

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

7. Limitations to Authority
   The following further refines or places limitations on authorities held by or delegated to EXEC:
   7.1 Decisions made on behalf of GFC under section 4.1 must be reported at the next GFC meetingto GFC.
   7.2 In ordering the GFC agenda, the committee will be mindful of student membership terms when considering matters of particular concern to students.

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

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

10. Related Links
   Academic Schedule Policy and Procedure
   Consolidated Final Examinations Procedure
   Parchment Procedure
   GFC Policy Manual Section 37: Course and minor program changes
   University Calendar, Regulations
   GFC Delegations of Authority

Approved by General Faculties Council:
February 25, 2019
May 25, 2020
Updated approval date

GFC Policy Manual

25. Calendar Changes

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

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

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

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

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

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

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

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

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

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

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

[GFC Policy Manual](#)

FINAL ITEM NO. 10

Decision ☒ **Discussion** ☐ **Information** ☐

ITEM OBJECTIVE:

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

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

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

Motion II:
THAT the General Faculties Council approve the new Teaching Awards Procedure, and the rescission of:
- Award for Excellence in Graduate Teaching Procedure;
- Graduate Student Teaching Award Procedure;
- Provost's Award for Early Achievement of Excellence in Undergraduate Teaching Procedure;
- Rutherford Award for Excellence in Undergraduate Teaching Procedure;
- Teaching Unit Award Procedure; and
- William Hardy Alexander Award for Excellence in Undergraduate Teaching Procedure,
as set forth in attachment 2.

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

EXECUTIVE SUMMARY:

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

GOVERNANCE OUTLINE

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

Report recommendations include, but are not limited to:

- Revisions to the nomination process to establish guidelines for self-nomination, provide mentorship, reduce the burden of application, and to reflect the new vision for inclusive excellence;

- Revisions to the nomination package to include a greater variety of submissions and reflection on Equity, Diversity, and Inclusion;

- Revisions to the adjudication process to streamline the procedure to ensure adjudication committees are diverse, trained on best adjudication practices and able to better assess the work of faculty and instructors from equity-denied groups.

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

- ensure we, as a University, intentionally and thoughtfully demonstrate commitment to the 2019 Strategic Plan for Equity, Diversity, and Inclusivity through formal recognition of teaching, research, and service awards;

- ensures consistency with the recommendations of Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan; and

- works to address and redress systemic inequities inherent throughout the suite of awards at the University of Alberta.

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

The new Procedure under the Policy:

- outlines the University's commitment to Reconciliation with First Peoples and dedication to promoting equity, diversity, and inclusivity principles;

- states that award winners will be selected through processes that uphold values as reflected in the procedures for adjudication, and

- recognizes that valuing Indigenous Ways of Knowing, Being, and Doing and adopting EDI principles and practices will foster a culture of teaching excellence within the University community.

Changes to the University Teaching Awards Committee (UTAC)

GOVERNANCE OUTLINE

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

- Revision of the mandate and role of the committee and updating the name of the policy suite throughout the document;

- Change to responsibility to allow the committee to adjudicate all teaching awards;

- Proposed revisions to composition to ensure additional academic teaching staff and to reduce the number of members who are required to be members of GFC (10 members will continue to be elected by GFC);

- Addition of four ex officio members to the composition: the Executive Director of the Centre for Teaching and Learning; the Vice-Provost (Learning Initiatives), the Vice-Provost (Equity, Diversity, and Inclusion), and the Vice-Provost (Indigenous Research and Programming)

- Language that allows for additional members to be appointed if there are gaps in perspectives; and

- A responsibility to develop adjudication guidelines that reflect "transformed and transformative processes that embrace the knowledges and experiences of the committee's membership in practice and outcome".

Supporting Materials:

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

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

SCHEDULE A

Engagement and Routing

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

GOVERNANCE OUTLINE

*Those who are actively **participating***:

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

*Those who have been **consulted***:

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

*Those who have been **informed***:

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

Approval Route:

Discussion on Policy Suite:
GFC UTAC March 9, 2023
GFC Executive Committee, March 13, 2023 (for placement on the GFC agenda)
General Faculties Council, March 20, 2023 (item was deferred and feedback requested by email)
GFC UTAC March 30, 2023

Recommendation on Policy Suite:
GFC UTAC March 30, 2023

Discussion on UTAC ToR:
GFC UTAC March 9, 2023
Exec GPO March 27, 2023

Recommendation on UTAC ToR:
GFC Executive Committee, April 3, 2023

Supplementary Notes / Context:

April 6, 2023 DRAFT

Original Approval Date: May 3, 2010

Most Recent Approval:

Most Recent Editorial Date:

Recognition of ~~Awards for~~ Teaching ~~Excellence~~ Policy

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

Overview

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

Purpose

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

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

Policy

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

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

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

Definitions

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

~~Faculty Members~~	~~Instructors as defined by the eligibility criteria set out in the associated Procedures of this Policy.~~
~~Graduate Students~~	~~Any student registered in the Faculty of Graduate Studies and Research at the University of Alberta.~~
Equity-Denied Groups	Including but not limited to: Indigenous peoples, racialized people, Black people, and people of colour and non-white people, religious minorities, disabled people and people with disabilities, 2SLGBTQIA+ people, gender diverse people, women, and all those who may contribute to the further diversification of ideas and the University. The University of Alberta acknowledges that language is ever-evolving and that listing categories of self-identification does not constitute commitment in and of itself.
Inclusive Recognition	Inclusive recognition of teaching celebrates and showcases intellectually rewarding educational environments that benefit all members of the University community and are achieved through diverse instructional activities.

Related Links

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

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

Published Procedures of This Policy

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

April 6 2023 DRAFT

Original Approval Date:

Most Recent Approval:

Most Recent Editorial Date:

Parent Policy: Recognition of Teaching Policy

Teaching Awards Procedure

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

Overview

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

Purpose

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

Procedure

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

1. Application

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

2. Adjudication

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

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

Related Links

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

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

1. Mandate and Role of the Committee

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

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

2. Areas of Responsibility

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

3. Composition

Voting Members (~~12~~16)

Elected by GFC (10)
- ~~5~~ 6 academic staff, at least 2 should be Academic Teaching Staff (A2.1) and at ~~(A1.1, A1.5, A1.6, A1.7), with no more than one from any Faculty. At~~ least two ~~of the academic staff members~~ should be members of GFC. To ensure diverse representation, additional academic staff members can be appointed as set out below. The committee will elect a Chair and a Vice-Chair, at least one of whom is a member of GFC.
- ~~1 Academic Teaching Staff (ATS)~~
- 3 undergraduate students ~~and~~
- 1 graduate student~~, at least one of whom is a member of GFC~~

Appointed (~~2~~6)
- 2 alumni, appointed by the Alumni Association
- Executive Director, Centre for Teaching and Learning
- Vice-Provost (Learning Initiatives)
- Vice-Provost (Equity, Diversity, and Inclusion)
- Vice-Provost (Indigenous Research and Programming)

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

Non-Voting Members
- University Secretary
- GFC Secretary

4. Delegated Authority from General Faculties Council

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

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

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

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

6. **Sub-delegations from University Teaching Awards Committee**
Should be reviewed at least every three years and reported to GFC.

None.

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

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

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

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

10. **Links**

~~Awards for Teaching Excellence Policy~~
~~Award for Excellence in Graduate Teaching Procedure~~
~~Provost's Award for Early Achievement of Excellence in Undergraduate Teaching Procedure~~
~~Rutherford Award for Excellence in Undergraduate Teaching Procedure~~
~~Teaching Unit Award Procedure~~
~~William Hardy Alexander Award for Excellence in Undergraduate Teaching Procedure~~
~~GFC UTAC Adjudication Guidelines~~
Recognition of Teaching Policy
Teaching Awards Procedure

Approved by General Faculties Council:
November 26, 2018
Updated Approval Date

University Governance is the official copy holder for files of the Board of Governors, GFC, and their standing committees.

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