
The following Motions and Documents were considered by the General Faculties Council at its Monday, May 29, 2023 meeting:

Agenda Title: **New Members of GFC**

CARRIED MOTION: TO RECEIVE:

The following statutory academic staff members who have been elected by their Faculty, to serve on GFC for a term of office beginning July 1, 2023 and ending June 30, 2026:

Carlos Fernandez-Patron	Medicine & Dentistry
Nikolai Malykhim	Medicine & Dentistry
Elena Posse de Chaves	Medicine & Dentistry
Sujata Parsad	Medicine & Dentistry
Lise Gotell	Arts
Odile Cisneros	Arts
Corinne Langinier	Arts
Julianne Gibbs	Science

The following statutory academic staff members who have been elected by their Faculty, to serve on GFC for a term of office beginning July 1, 2023 and ending June 30, 2024:

John Ussher	Pharmacy
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CARRIED MOTION: TO APPOINT:

The following graduate student representatives at-large to serve on GFC for terms beginning immediately and ending April 30, 2024:

Shivani Mandal	Medicine & Dentistry
Sandeep Kumar	Medicine & Dentistry
Seun Akinfolarin	Medicine & Dentistry

Final Item: 4

Agenda Title: **School of Library and Information Studies**

CARRIED MOTION:

THAT the School of Library and Information Studies (SLIS) becomes an administrative unit within the Faculty of Education and maintains the word "School" within its name.

Final Item: 5

Agenda Title: **University Strategic Plan**

CARRIED MOTION:

That General Faculties Council recommend the University Strategic Plan to the Board of Governors for approval.

Final Item: 6

Agenda Title: **Undergraduate Embedded Certificate Framework**

CARRIED MOTION:

THAT the General Faculties Council approve the proposed Undergraduate Embedded Certificate Framework, as set forth in Attachment 1 to take effect immediately with compliance of existing embedded certificates expected by Fall 2025.

Final Item: 7

Agenda Title: **FGSR Graduate Exam Committee Membership**

CARRIED MOTION:

THAT General Faculties Council approve the changes to the Committee Membership Changes for Graduate Examinations, for implementation upon final approval and inclusion in the next Calendar.

Final Item: 8

Agenda Title: **Proposed Changes to General Faculties Council Terms of Reference and Reapportionment Procedure**

CARRIED MOTION:

THAT the General Faculties Council approve the proposed revisions to the GFC Terms of Reference as set forth in attachment 1, and receive for information the Reapportionment Procedure which has been reformatted for clarity, to take effect upon approval.

Final Item: 9



New Members of GFC

MOTION I: TO RECEIVE:

The following statutory academic staff members who have been elected by their Faculty, to serve on GFC for a term of office beginning July 1, 2023 and ending June 30, 2026:

Carlos Fernandez-Patron	Medicine & Dentistry
Nikolai Malykhim	Medicine & Dentistry
Elena Posse de Chaves	Medicine & Dentistry
Sujata Parsad	Medicine & Dentistry
Lise Gotell	Arts
Odile Cisneros	Arts
Corinne Langinier	Arts
Julianne Gibbs	Science

The following statutory academic staff members who have been elected by their Faculty, to serve on GFC for a term of office beginning July 1, 2023 and ending June 30, 2024:

John Ussher	Pharmacy
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MOTION II: TO APPOINT:

The following graduate student representatives at-large to serve on GFC for terms beginning immediately and ending April 30, 2024:

Shivani Mandal	Medicine & Dentistry
Sandeep Kumar	Medicine & Dentistry
Seun Akinfolarin	Medicine & Dentistry

FINAL ITEM NO. 5**Decision** **Discussion** **Information**

ITEM OBJECTIVE: The item is before the committee to describe changes to the School of Library and Information Studies within the Faculty of Education.

DATE	April 12, 2023
TO	Academic Planning Committee
RESPONSIBLE PORTFOLIO	Provost & Vice-President (Academic)

MOTION:

THAT the School of Library and Information Studies (SLIS) becomes an administrative unit within the Faculty of Education and maintains the word "School" within its name.

EXECUTIVE SUMMARY:

The Faculty of Education became non-departmentalized on July 1, 2022. During the approval process, faculty and GFC members raised potential concerns regarding the American Library Association (ALA) accreditation of the Master of Library and Information Studies program as well as the meaning of "School" in reference to the Post-Secondary Learning Act (PSLA) that appeared in the SLIS School Council Terms of Reference. In a memo to the GFC Executive, the Dean of the Faculty of Education stated that "Any proposed changes that would change the conditions imposed by GFC on SLIS in 1991 will come back to GFC for approval" (Feb. 28, 2022). This proposal, then, is to remove the conditions set out by GFC when the Faculty of Library and Information Studies merged with the Faculty of Education over 30 years ago.

The 1991 merger motion stated that the School was to be placed "administratively within the Faculty of Education" according to a number of "understandings." The following two understandings have been a source of confusion:

- SLIS "will correspond primarily to that of a Department;" and
- The former "Faculty Council of the Faculty of Library and Information Studies will become the School Council of the School of Library and Information Studies."

While the 1991 decision clearly placed SLIS administratively within the Faculty of Education, the conditions imposed by GFC allowed SLIS to keep some element of the authority held as a faculty within its Department Council. This was a matter of some concern when the proposal was brought through and the Dean committed to bringing back to GFC any change to the 1991 conditions.

This proposal is before GFC to clarify that SLIS will no longer correspond primarily to a department or a quasi-faculty within the nondepartmentalized structure of the Faculty of Education but will function as an administrative unit called a school.

Consultation regarding the impact of this change occurred throughout the 2021-2022 academic year with the interim Director of SLIS, Dr. Kathleen DeLong, and continued under the leadership of

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the new Director, Dr. Kenneth Gariepy. Since October, 2022, the Director has facilitated and supported ongoing consultation with SLIS faculty members, SLIS Academic Council, SLIS School Council, and the ALA Office of Accreditation. Consultation with central administration also confirmed that “School” is not a restricted term nor does it imply faculty status as outlined in the Post-Secondary Learning Act.

Based on these discussions, there was agreement that the proposed motion preserves the necessary conditions for accreditation, maintains the name recognition and reputation of SLIS and the MLIS, is consistent with the Faculty’s non-departmentalized structure, and aligns governance processes for all graduate programs within the Faculty.

Revisions to the committee structure within the School of Library and Information Studies, including its School Council, is already underway. If revisions are not completed by the July 1, 2023 effective date, this approved motion will serve to supersede portions of the School Council Terms of Reference that are not aligned with this proposal.

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

SCHEDULE A:**Engagement and Routing**

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

Those who are actively participating:

- Faculty of Education Governance Working Group, Restructuring Steering Committee, the Director and faculty members associated with the School of Library and Information Studies



Those who have been **consulted**:

- SLIS Academic Council
- SLIS School Council
- American Library Associate (ALA) Accreditation Office

Those who have been **informed**:

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Approval Route:

Education Faculty Council – March 28, 2023
 Academic Planning Committee (APC) – April 12, 2023 (for recommendation)
 GFC Executive Committee – May 15, 2023 (for placement on the GFC agenda)
 General Faculties Council (GFC) – May 29, 2023 (for final approval)

Supplementary Notes / Context:

The decision before GFC satisfies a commitment made by the Dean of the Faculty of Education in her memo dated February 16, 2022 which can be found in the [Final Motions of the GFC recommendation](#). The memo was drafted in response to concerns raised by the GFC Academic Planning Committee when they were asked to recommend GFC approve a non-departmentalised Faculty of Education on February 28, 2022. There were concerns expressed about the conditions placed upon the Faculty of Education in 1991 concerning the merger of the School of Library and Information Science with the Faculty of Education. This decision will clarify how SLIS and its nine faculty members will function within the non-departmentalised Faculty of Education:

- SLIS is an administrative unit within the Faculty of Education;
- SLIS is not a department nor is it a School as defined in the PSLA.

The decision was recommended with a strong majority at the Education Faculty Council on March 28th.

When the GFC Executive Committee discussed this proposal, they agreed that it was appropriate to place the item on consent and wanted to provide the following comments to GFC about their decision:

- The Faculty of Education is non-departmentalised as recommended by GFC and [approved by the Board of Governors on March 25, 2022](#);
- That it is now clear that SLIS will no longer function as a department or as a quasi-faculty within the non departmentalized structure of the Faculty of Education;
- That this item clarifies questions asked by GFC in making their decision and there are no broader impacts to the administrative structure proposed for SLIS.

FINAL ITEM NO. 6

Decision **Discussion** **Information**

ITEM OBJECTIVE: The item is before GFC to recommend the University Strategic Plan to the Board of Governors for approval.

DATE	May 29, 2023
TO	General Faculties Council
RESPONSIBLE PORTFOLIO	President and Vice-Chancellor

MOTION:

That General Faculties Council recommend the University Strategic Plan to the Board of Governors for approval.

EXECUTIVE SUMMARY:

The University Strategic Plan (USP) process was launched to the university community with a town hall on November 2, 2022.

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

Consultation overview

Informed by a robust [environmental scan](#), the first phase of consultation took place over November-December 2022. This phase was intended to engage the university community as broadly as possible to gather input and identify high-level themes for further development. Mechanisms included approximately 30 roundtable discussions (with sessions offered for each faculty and central portfolio, as well as for students and for support staff), a university-wide town hall, discussions at faculty councils, presentations to committees and other formal bodies, and online input. The university also contracted with a third party to conduct interviews with stakeholders external to the university, including governments, community organizations, research agencies, research partners, employers, and other leaders within higher education.

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

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“What We Heard”

In February, the Steering Committee released a “What We Heard” consultation summary document, and conducted additional consultation to validate themes and provide input on major topics. Mechanisms included multiple town hall and roundtable sessions (including within each college and stand-alone faculty), presentations to committees and other formal and advisory bodies (including the Indigenous Advisory Council), and online input. Key themes from this feedback include:

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

Consultation on the draft University Strategic Plan (USP)

A consultation draft USP was presented to the Board of Governors for discussion at a special meeting on April 14. The consultation draft was discussed by General Faculties Council (GFC) on April 17, and released to the university community on April 20.

Feedback on the consultation draft was received through various mechanisms:

- University-wide town halls
- Online feedback form
- Special consultation sessions requested by units and constituencies
- Discussion at formal bodies including Academic Planning Committee, Deans’ Council, Chairs’ Council, Graduate Students’ Association Council, Students’ Council

Input has also been provided through consultations on the Strategic Plan for Research and Innovation (SPRI), occurring in parallel.

Key themes from the feedback include:

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- In general, there was strong support for the plan's three major pillars, and the draft plan was viewed as successfully balancing the multiple interests of a comprehensive university while also articulating areas of focus.
- There was strong support for the plan's emphasis on impact and communities. Several respondents also emphasized that our educational impact is holistic -- we educate the whole person.
- We heard that the consultation draft did not do enough to articulate the integral role of the humanities and fine arts to the university and its impact.
- There was strong support for the statement that our people are the foundation of our success, and we heard a desire for that theme to come through more strongly throughout the document (in the text and also in the final design).
- We heard a desire for the plan's narrative sections to be more inspirational and accessible in their language, to be more concise, and to have less repetition.
- The importance of our alumni and their contributions should have greater emphasis.
- We received mostly supportive comments on the goals around enrolment, online learning, and experiential and work-integrated learning – with a strong emphasis that these need to be pursued in a manner emphasizing quality, sustainability, and compatibility with our academic mission.
- There were also numerous helpful suggestions about language and terminology.

The Steering Committee heard many comments about the implementation of the plan, addressing topics such as the prioritization of initiatives, accountability structures, and performance measurement. These comments have been recorded and will be important inputs to the implementation plans that will follow approval of the USP. Detailed feedback on the SPRI and research priorities will be taken up in the process of finalizing the SPRI, over the next several months.

Proposed University Strategic Plan (USP)

The Steering Committee has revised the USP based on feedback received, and is submitting the proposed USP for consideration by GFC (Attachment One). The final document will be submitted to the Board for approval on June 16. Following approval, a formally designed version of the document will be released to the community.

Next steps

The strategic plan will be followed by a three-year implementation plan. Work on the implementation plan will begin immediately following approval of the USP by the Board, with the implementation plan to be completed by January 2024.

The implementation plan will provide an institutional framework for advancing the USP. It will identify initial priorities and key initiatives at the university level, set out relevant

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accountabilities, and link with other university-level plans (such as: *Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan*; the SPRI and the Student Experience Action Plan, both underway; and action plans in areas such as equity, diversity and inclusion, international, and others).

The USP is intended to chart the university's overall direction, and it is important to recognize that progress will also rely on the focused efforts of units and teams across the university. It is anticipated that as units refresh their own plans, they will identify ways to move the USP forward and set goals and accountabilities within their own contexts.

Risks

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

Opportunities

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

Supporting Materials:

1. [University Strategic Plan](#)

University of Alberta Strategic Plan 2023-2033

The following document is presented to General Faculties Council (GFC) for consideration to recommend to the Board of Governors for approval. Following approval, a formally designed version of the document will be released to the university community. The design concept will be presented to GFC on May 29, 2023 for feedback.

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

One of the world's great public universities.

Every generation is called upon to build a university poised to tackle the challenges of today and tomorrow. We meet those challenges grounded by our roots – yet spurred forward by our responsibility to seek truth, solve problems and shape the future.

At the University of Alberta, we seek out challenges so we can create change. We question, test the status quo and then innovate.

Our leadership is grounded in relationships. We are collaborators, we are partners, we are embedded in communities and integral to industries. We lead together, overcoming barriers so that ideas can collide and grow.

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

We were founded in 1908 to deliver higher education to Albertans. While holding strong to that original mission, we have grown into one of the world's great public universities.

Today we advance education and research to the benefit of Alberta and beyond. We foster and bridge all areas of inquiry – including the natural and applied sciences, humanities and social sciences, fine arts, health sciences and more. And we do so with a fundamental commitment to truth and reconciliation alongside and in partnership with First Nations, Métis and Inuit communities.

Now, in a rapidly changing environment, we are called upon to leverage our history, strengths and expertise to greater effect. And, informed by deep engagement with our community, we know that we can and must do things differently.

“A university with transformational impact.”

That's how we expect people to describe the University of Alberta by 2033.

And that's what “**Leading with Purpose**” means to us: educating, researching and engaging in deliberate, purposeful ways – in order to make a lasting, positive difference.

Our north star is *impact*.

Inspired by our long-standing desire to uplift the whole people, the University of Alberta will be distinguished in 2033 for its power to improve lives and communities in Alberta, in Canada and around the world. We will be at the forefront of educating a growing province with global ambitions.

We will continue to be a university with global reach – one that's a magnet for ambitious students, expert staff and talented faculty who are leaders in their fields. We will effectively leverage that reach – igniting all corners of our university, our alumni and our partners to tackle the complex social, economic and environmental challenges facing us all. We will galvanize world-leading expertise in our areas of excellence. And we will be recognized globally, ranked among the top three universities in Canada and top 50 in the world.

Never being satisfied with the “now,” we will be known for always seeking, always challenging, always searching for solutions that make our world healthier, safer,

stronger and more just. The knowledge our university builds and shares will remain guided by its dedication to truth.

We will be internationally recognized as a university of change makers, community builders and world shapers – one that prepares creative, collaborative and confident global citizens who aspire to make their mark on the world.

- More than **42,000 students from 156 different countries**
- More than **300,000 alumni in 140 countries** carry on the university's vision
- Collectively our **alumni have founded more than 70,000 organizations globally**
- **130+ active spinoff companies**
- **Total economic impact of nearly \$19.4 billion** in 2021/22
- **Ranked #11 in the world for impact**, based on Times Higher Education Impact Rankings assessing universities against the United Nations Sustainable Development Goals
- **2020 Nobel Prize** awarded to Dr. Michael Houghton for the discovery of the hepatitis C virus
- U of A discoveries are the **foundation for Alberta's oil and gas industry** – and now, to emergent sectors like **environmental reclamation, energy transition, AI and machine learning**
- Research at the U of A saved Alberta's canola industry, **today worth \$20 billion to Canada's economy**
- **The Edmonton Protocol** for Type 1 diabetes, developed at the University of Alberta, is used around the world to save and improve lives
- Programs like **Walls to Bridges** and **Humanities 101** bring higher learning to correctional and shelter settings, building community and learning together

The path to 2033.

In recent years, the University of Alberta has undertaken a bold evolution, including the development of a new academic structure. We stand ready for the future.

Over the next 10 years, we will leverage our new structure and align our resources to achieve deeper and more transformational impacts across all areas of our university's mission.

Extensive engagement with our community has informed this strategic plan.

Many clear expectations and aspirations emerged from their valuable input, including that we:

- Leverage the rapid technological progress affecting teaching, learning and research
- Work to be and remain sustainable amid climate change and other global instability
- Build on our strengths to foster exceptional education
- Become more innovative, more focused and more responsive to the communities we serve
- Focus more directly on our strongest areas of research excellence
- Expand our enrolment to meet the needs of a growing province
- Continue to deepen and live out our commitments to Indigenization
- Move forward as one university, with a genuine commitment to equity, diversity and inclusion

People at the heart of what we do.

Our strategic plan is grounded in people. Our talented faculty, staff and students are the foundation for our university's past achievements and our future ambitions.

We must therefore take deliberate steps to support our people and create a culture where everyone can achieve their full potential.

This means being an institution where:

- Faculty, staff and students want to be, where they can develop professionally and personally and access the support they need to succeed
- Many different perspectives are valued and integrated into decision-making
- The safety, health, well-being and flourishing of faculty, staff and students underpin the implementation of this strategic plan – in every initiative of every size

Deliberate, purposeful action on three major fronts.

Our strategic plan calls for action across the three core aspects of our mandate: education, research and community engagement.

Each aspect is pursued more purposefully to generate more transformational impacts for students, communities, alumni and partners.

- **Education with Purpose** – Delivering innovative, flexible learning and experiences that prepare students as global citizens who make impacts on the world.
- **Research with Purpose** – Reinforcing and enhancing our research, innovation and creative activities to make impacts that solve the complex challenges facing the world.
- **Engagement with Purpose** – Fulfilling our responsibility as a leader and convenor to help shape and positively impact communities in Alberta, in Canada and worldwide.

Living up to our core commitments.

As we realize this strategic plan, we will embed the following key core commitments in everything we do:

- **Indigenization and decolonization.** We incorporate Indigenous identities, languages, cultures and worldviews across the university. This includes working to dismantle systemic barriers and celebrating the diversity, strength, complexity, resilience and beauty of Indigenous Peoples, cultures, languages and knowledge systems. *Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan* is a crucial foundation for our next decade.
- **Equity, diversity and inclusion.** We work to achieve a more diverse, equitable, accessible and inclusive environment for all who work, learn and live within our community. We value academic freedom and welcome and celebrate a diversity of perspectives and experiences.
- **Safety.** We are committed to our people's physical, psychological and cultural safety, and to providing a safe and healthy work and study environment that enables high-quality education and research.
- **Sustainability.** We strive to be a sustainable institution because we know the well-being of our people depends on our long-term viability. We lead through the prudent stewardship of resources and by stewarding our environment and the lands on which we reside.
- **Creativity.** We embrace opportunities to innovate to make things better. While coming together as one university to reach new heights, we break down barriers, transform systems and remain flexible to create the conditions that support our students, faculty and staff to flourish.
- **Collaboration.** We succeed by working together, within and beyond the university and across traditional boundaries. We prize relationships, and we create opportunities for mutual benefit. We celebrate each other's achievements and help each other to thrive.

Education with Purpose.

We prepare creative, collaborative and confident global citizens who are inspired to make their mark on the world.

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

Our university will respond to these expectations by purposefully evolving how we craft, structure and deliver learning experiences for our students.

In doing so, we will leverage our strength in harnessing insights and inquiry from a comprehensive range of disciplines. We will sustain an outstanding range of programming, spanning the social sciences and humanities, natural and applied sciences, health sciences, professional programs, fine arts and more. All of these areas are critical in preparing the thinkers, creators and leaders of tomorrow. Our new college structure will be an asset, enabling us to develop and deliver innovative programs that transcend traditional disciplinary boundaries while building on our disciplinary strengths.

Significantly, all of our programs will meaningfully integrate our commitments reflected in *Braiding Past, Present and Future* – including Indigenous ways of knowing, thoughtful community engagement and support for and value of Indigenous research.

We will also draw on our extensive experience to deliver education that meets the changing needs of learners, particularly by:

- Applying the considerable technological expertise of our faculty and staff to enhance teaching in all programs
- Remaining a leader in experiential and work-integrated learning, with further expansion across all program areas
- Strategically integrating hybrid and online delivery with in-person programs to support access and flexibility

- Enhancing our portfolio of leading online courses and programs in areas of distinct strength
- Thoughtfully leveraging our expertise in continuing education to support a wider range of credentials and pathways into the university for lifelong learners

As we continue to provide academic excellence, we will enable students to have excellent university experiences overall.

We will develop campus environments and student services that support belonging, learning, wellness and personal growth to give our students rich, memorable and meaningful experiences at our university. We will deliver transformational opportunities where students can flourish through thriving residence communities, athletics and recreation, creative activity, volunteer opportunities, international experiences and more. We will work to become a leading example in accessibility, addressing systemic ableism, championing equity and celebrating our diversity. We will integrate diverse ways of knowing and doing within and beyond the classroom. Our campuses will be inclusive of diverse student needs and backgrounds through many aspects of barrier-free access. We will provide dedicated and appropriate support to help Indigenous students thrive. We commit to ensuring that everyone who chooses the U of A will feel included and valued. This commitment also includes optimizing existing campus infrastructure, where funding is available, as we grow to provide 21st-century learning environments and accessible spaces.

Along the way, we will aspire to grow.

As a young and dynamic province, Alberta will experience consistently increasing demands for post-secondary education – including the innovations and highly skilled graduates it generates.

We embrace our role in delivering higher education to Albertans and welcome the opportunity to expand to meet Alberta's needs while sustaining outstanding academic quality. Undertaken thoughtfully, enrolment growth can enable us to better serve students from across rural and urban Alberta and support more lifelong learners than ever before. We will furnish our province with a stronger future-ready workforce, ambitious entrepreneurs and business, social and cultural leaders. We will enhance access to education and foster a more diverse and dynamic student body across all our campuses. Integral to our growth, we will expand our complement of graduate

researchers and faculty to increase our teaching and research impact and create more opportunities for advanced study.

In collaboration with key partners and with the right conditions in place, we will carefully pursue opportunities for growth. This will include deliberate efforts to expand Indigenous enrolment.

It will also include deliberate efforts to welcome and engage international students, many of whom remain in Alberta upon graduation, to build their lives and contribute to the growth and diversity of our economy and society. The participation of international students enriches our learning environment, fosters greater multicultural interactions and understanding and helps us develop global citizens who are more engaged with the world.

The Transformational Impacts:

- Preparation of well-rounded graduates who are positioned to drive change, think and engage critically, lead in new and emerging fields and enhance connections between Alberta and the world
- Innovative and flexible pedagogical approaches meeting the needs to diverse learners across their lives and careers
- A portfolio of leading online courses and programs in areas of distinct strength
- A wider range of credentials and pathways into the university, enabling better access for diverse learners throughout their lifetimes
- Experiential and work-integrated learning that positively contributes to communities while empowering students with future-ready skills
- Increased participation in post-secondary education by Indigenous students, helping contribute to reconciliation
- Strategic enrolment growth among domestic and international learners, enabling more skilled young people to stay in Alberta and contribute to building the province
- An outstanding student experience within an inclusive environment, bolstered by effective supports, contributing to higher rates of student completion

Key Indicators*

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

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

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

Preliminary target: Meet or exceed U15 benchmarks

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

Preliminary target: >90%, with performance benchmarked against other Alberta post-secondary institutions

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

Preliminary target: Meet or exceed U15 benchmarks

Student satisfaction: Overall student-reported satisfaction (National Survey of Student Experience and other survey mechanisms)

Preliminary target: Meet or exceed U15 benchmarks

**Key indicators may be supplemented or modified through the implementation planning process. Qualitative reporting will also be essential.*

Research with Purpose.

We mobilize and energize our research, innovation and creative activities to solve our planet's toughest challenges.

A recognized global leader in health, disease prevention and life-course approaches to care and well-being...

A hub for forward-leaning discourse and action on migration, race, intersectionality, decolonization and poverty...

A renowned leader in energy and climate change research, at the forefront of developing innovative solutions for stable, reliable and sustainable energy sources...

An institution undertaking critical research in areas ranging from housing policy and policing to equity in education and refugee settlement...

These are just some of the many ways to describe how the University of Alberta generates research, innovation and creative activities that have profound influence locally, nationally and globally.

Our university has a proud legacy of high-impact research and creativity across a wide range of disciplines. These accomplishments are underpinned by the extraordinary contributions of staff, students and post-doctoral researchers.

Today, our deep disciplinary knowledge is needed more than ever.

A Legacy of High-Impact Research at the U of A

- Ground-breaking work by Dr. James Collip leads to the discovery of insulin, markedly enhancing quality of life for people around the world.
- Dr. Michael Houghton wins the 2020 Nobel Prize for discovering the hepatitis C virus, enabling development of blood tests and medications that save millions of lives.
- Ways to separate oil from sand are developed, giving rise to an entirely new industry that generates jobs, wealth and secure energy supplies for North America.
- The quantum canola strain is developed, saving Canada's multi-billion dollar canola industry from the threat of blackleg disease and propelling agriculture forward.
- Canada's first Faculty of Native Studies is founded, contributing to generations of leaders and experts in Indigenous research, community engagement and relationships.
- The C-Leg is created, giving the world a bionic leg with a fully microprocessor-controlled knee, helping over 70,000 people walk more easily, safely and naturally.
- The U of A establishes nationally renowned expertise in feminism and intersectionality, with ongoing influence in policy, education, pedagogy and research practice.
- The Chinook program is developed and becomes the first to win a human World Checkers Championship, setting a new trajectory for AI and machine learning.

Many of the challenges we face are global in scale yet have distinct local impacts. Addressing these challenges requires deep engagement in our local context, but with a global perspective founded on partnership and collaboration with researchers worldwide.

With a bold new academic structure, our university is well positioned to bring together multi-disciplinary expertise around shared problems for the benefit of Alberta and the world.

This means advancing high-impact research and innovation across all disciplines while strengthening what we are best known for.

These include **areas of Global Excellence**, where our university has already demonstrated its internationally ranked institutional strength over the past many years, **and areas reflecting Growth**, where we are making major contributions and have the potential to reach global significance in the next 10 years.

In conjunction with a more dynamic and collaborative academic structure, we will make focused, long-term investments in these areas to foster transformational achievements.

Key among these will be deliberate initiatives to reinforce and enhance our university's overall research, innovation and creative climate, including:

- Continuing to attract and retain leading researchers in their fields
- Increasing the numbers of and supporting our graduate students and post-doctoral researchers to develop the next generation of research leaders
- Identifying, nurturing and welcoming researchers from historically

Global Excellence

- Energy Solutions - Energy systems, resilience and climate change mitigation
- Artificial Intelligence - Artificial intelligence, machine learning and data science
- Health and Well-being - Health, disease prevention and life-course approaches to care and well-being

Growth

- Indigenous Research - Indigenous research, community engagement and relationships
- Agriculture and Food - Sustainable agriculture, food security and animal science
- Reducing Social Disparities – Transformative approaches to social disparities in the 21st century

**note these areas will continue to be refined through engagement with our research community*

underrepresented and equity-denied groups, which will better position our academy to explore issues from a broader lens and allow ideas and creativity to flourish through diversity

- Ensuring our researchers benefit from high-impact research spaces and supports, including expert staff
- Examining ways to incentivize and reward all forms of research, innovation, entrepreneurship and creative work to promote greater impact
- Building capacity to support and incentivize community-based research

Importantly, our initiatives will meaningfully integrate our commitments reflected in *Braiding Past, Present and Future* and our commitments to equity, diversity and inclusion. This includes how we conceive, design and conduct research, recognizing the importance of genuine community engagement and participation.

Our efforts will also recognize that addressing global challenges requires global collaboration. To that end, we will enhance partnerships with international researchers and institutions. This will amplify our world-leading strengths while building our profile and helping us attract outstanding talent and innovation to Alberta.

The result will be an environment that empowers our university's talented researchers and innovators to secure funding, enter into partnerships, engage with communities, generate new insights, capitalize on research opportunities and achieve transformational impacts for Alberta and the world.

Quantifying Research Strengths and Successes

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

The Transformational Impacts:

- Increased number of large-scale, multidisciplinary research initiatives that stimulate community-engaged research and impact
- Development of innovations that tangibly address major social, economic and environmental challenges facing Alberta, Canada and the world
- More robust and comprehensive research capacity through the durable embedding of Indigenous community engagement and Indigenous ways of knowing into research practices
- Spinoff and other commercialization activities that bring new products and services to the world
- Increased representation and research success among researchers from historically underrepresented and equity-denied groups
- Markedly higher research, innovation and creative collaboration across disciplines, through realized potential of the college structure
- Improvement in the quality of life for millions of people in communities across Alberta, Canada and the world

Key Indicators*

International ranking: The University of Alberta's overall standing in international rankings of research universities

Preliminary target: Among the top 50 internationally ranked research universities by 2033

U15 sponsored research ranking: Ranking within the U15 in annual sponsored revenue

Preliminary target: Top three by 2033

Annual sponsored research revenue: Total annual sponsored research revenue from all sources

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

**Key indicators may be supplemented or modified through the implementation planning process. Qualitative reporting will also be essential.*

Engagement with Purpose.

We lead, convene and collaborate with partners to help uplift individuals and communities throughout Alberta, across Canada and around the world.

While we are an international university, we always acknowledge and honour our special and unique position in this province. As the first university established in Alberta, the University of Alberta has had, and continues to have, a profound influence on Alberta's development.

Our situation on Treaties 6, 7 and 8 and the homelands of the Métis is fundamental to our identity, and we are deeply committed to building and sustaining relationships of trust, respect and mutuality with Indigenous communities.

We are an extraordinary contributor to the Edmonton region, enhancing culture, quality of life and economic opportunities while serving as a magnet for talented people. Our Campus Saint-Jean, unique in western Canada, is at the heart of Alberta's Francophone community and a vital partner in French-language education across many fields. Our Augustana Campus in Camrose helps ensure that the university remains strongly embedded in rural Alberta, now and in the future, offering students a unique educational experience grounded in liberal arts and sciences. And we continue to embrace our longstanding relationships with the North.

Across Alberta, our faculty, staff, students and alumni enrich the social and cultural lives of communities. Our contributions to the creative arts, athletics and all areas of civic life are fundamental.

Located throughout the world, our alumni are integral to the social, cultural and economic fabric of our communities. We, in turn, benefit greatly from the support of our proud alumni and donors, who help us flourish and provide direct benefit to our communities.

Through the students, faculty and staff we welcome, to the research and creative activities we pursue, to the graduates we produce, to our world-spanning alumni, our university helps connect Alberta to the entire country and the broader world.

This privileged and influential position comes with a keen responsibility. Our university's knowledge, networks and expertise can be of deeper and more meaningful service to Albertans. To this end, we will engage with the broader community more purposefully.

We will take a leading role in confronting issues of importance to communities across Alberta – such as energizing and diversifying economic development, improving healthcare delivery, reducing poverty, addressing community safety and enhancing sustainability. This means being more than a participating stakeholder, but rather a driving force, leveraging our capacity to convene diverse individuals and communities to pursue shared, positive outcomes. But this also means engaging with humility, recognizing we need to understand community needs, build trust and develop lasting, reciprocal relationships.

Taking up this role more fully will involve deliberate actions, including:

- Proactively engaging with private, public and non-profit partners and with Indigenous communities to identify how our university can best advance the quality of life for all Albertans
- Sustaining and deepening our commitment to Indigenous communities, and embracing our responsibilities under the calls to action of the Truth and Reconciliation Commission of Canada
- Building capacity and incentives for our faculty, staff and students to collaborate and engage with communities, industry and social and cultural organizations
- Developing strategic partnerships, locally and internationally, to contribute to the United Nations Sustainable Development Goals

We will specifically invest in building stronger connections between our research enterprise and the business community, working more purposefully to solve industry problems and supporting commercialization and entrepreneurship to help translate our innovations into real-world impact.

Our alumni are essential to our success. They are our community and business leaders, our cultural champions, our innovators, our artists and thinkers. We will engage, celebrate, support and collaborate with them to the benefit of all.

Our global connectedness will be key in engaging more purposefully. Through international partnerships and engagement, we will bring global knowledge to bear on local challenges and opportunities, while making major contributions to global solutions. We will also help our local industry and community partners achieve global scale and impact.

While undertaking a more energetic posture beyond our campuses, we will also make it easier for individuals and communities to connect with our university. This includes:

- Streamlining access to the university for our current and future partners, creating an open door for those who want to partner with us
- Creating more opportunities for students to experience education at Campus Saint-Jean and Augustana Campus
- Continuing to support access to our facilities, events and activities for the public
- Simplifying ways for communities to identify their needs and connect with researchers

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

The Transformational Impacts:

- Enhanced relationships and partnerships with First Nations and Métis communities within Alberta and an increase in Indigenous community-engaged research
- Deeper integration between our university and the business community, resulting in further growth and diversity for Alberta
- Expanded economic impact for the province including higher employment, wealth generation and technological advancement
- Expanded recognition of the university's importance in supporting thriving communities, driving change, enriching arts and culture and making a difference in people's day-to-day lives
- Headway on achieving the United Nations Sustainable Development Goals locally, globally and at all levels.

Key Indicators*

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

Preliminary target: 11th globally (current ranking)

Relationships with business community: Increase in the value of partnerships annually

Preliminary target: TBD

National and international reputation: Comprehensive improvement across reputational rankings

Preliminary target: Top three in Canada and top 50 in the world

Experiential learning: Students completing experiential learning as part of their program (National Survey of Student Experience) (also noted under Education with Purpose)

Preliminary target: Meet or exceed U15 benchmarks

**Key indicators may be supplemented or modified through the implementation planning process. Qualitative reporting will also be essential.*

Moving forward.

We are excited about tomorrow.

Our university's recent evolution leads the way for the rest of Canada and positions us to do things fundamentally differently going forward. We are eager to transcend boundaries, create new ways of working together, and foster more collaboration.

Enriched by talented people and committed to building a thriving culture, our university is ready to generate maximum impact for the world around us. Impact is not something we do for communities. It is something we achieve *together*.

Living up to this aspiration will require diligent and considered actions in line with this strategic plan across all areas of the university. These will be identified and pursued through a series of implementation plans that are created alongside students, faculty, staff, partners and supporters of our university.

Importantly, our implementation work will reflect and integrate *Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan*, which provides a roadmap to ensuring our work on Indigenization and decolonization is embedded across the institution.

As we take those next steps together, we are committed to building a university of tomorrow for students, educators, researchers, alumni and community partners – here in Alberta and around the world.

In all we do, we are committed to Leading with Purpose as never before.



Decision **Discussion** **Information**

ITEM OBJECTIVE: The proposal is before the Council to provide a final version of the Undergraduate Embedded Certificate Framework, and seek approval of the Undergraduate Embedded Certificate Framework for the University of Alberta.

DATE	May 29, 2023
TO	General Faculties Council
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic)

MOTION: THAT the General Faculties Council approve the proposed Undergraduate Embedded Certificate Framework, as set forth in Attachment 1 to take effect immediately with compliance of existing embedded certificates expected by Fall 2025.

EXECUTIVE SUMMARY:

Embedded Certificates have been awarded at the University of Alberta for more than a decade and have increased in number over time. However, after consultation and feedback from our community, it was clear there is a lack of consistent or common understanding of the purpose of embedded certificates, and a great deal of variability or diversity in the purpose and structure of the existing certificates.

In Winter 2022, members of the Program Support Team (Undergraduate and Non-Credit) were invited to serve on a Working Group led by the Vice-Provost (Programs), to examine the current offerings of embedded certificates at the University of Alberta, identify concerns, risks, and opportunities as they related to embedded certificates, and develop a set of recommendations.

The Working Group identified the following concerns, risks, and considerations:

- Lack of consistency and clarity of purpose
- Lack of oversight
- Problematic registration system
- Some awarded to students automatically when they complete their program; certificate does not differentiate students or provide added value
- Similar appearance of embedded certificate and degree parchments may cause confusion
- Lack of awareness and understanding of the value of embedded certificates among students
- Proliferation of low demand and low enrolment embedded certificates risks diluting the value of the credential

Built from the Working Group’s recommendations along with consideration of the results of surveying the 2022 Spring and Fall graduates, this Framework will:

GOVERNANCE OUTLINE



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- clearly communicate a cohesive purpose and structure of embedded certificates at the University of Alberta;
- clearly differentiate embedded certificates from other types of credentials and specializations; and
- provide students a unique interdisciplinary opportunity to enhance their experience and learning.

Where applicable, list the legislation that is being relied upon

- *Post-Secondary Learning Act*
- GFC Programs Committee
- General Faculties Council

Next Steps

Following approval of the Framework, the Office of the Provost will work on a case-by-case basis with the home Faculties of existing embedded certificates that do not adhere to the Framework to ensure all embedded certificates are in alignment by Fall 2025. Faculties will be given the option to:

1. amend the existing program to bring into alignment with the Framework (following all necessary institutional governance approvals, while adhering to the 2025 - 26 Calendar publication deadline of January 2025),
2. identify a different type of specialization for the existing program and complete the necessary institutional governance approvals while adhering to the 2025 - 26 Calendar publication deadline of January 2025, or
3. prepare a suspension* proposal (following all necessary institutional governance approvals, while adhering to the 2025 - 26 Calendar publication deadline of January 2025)

**In some cases, depending on a number of factors, a termination proposal may be more appropriate.*

Supporting Materials:

Attachment 1 - Undergraduate Embedded Certificate Framework (May 2023)

SCHEDULE A:

Engagement and Routing

Those who are actively *participating* and who *have been consulted*:

- Program Support Team (Undergraduate and Non-Credit) (June 2, 2022)
- Students' Union Vice-President (Academic) (June 15, 2022)
- Students' Union Council of Faculty Associations (August 17, 2022)
- Students' Union Students' Council (August 23, 2022)
- Students' Union Vice-President (Academic) (September 13, 2022)
- GFC Programs Committee (September 15, 2022)
- Provosts' Council (September 19, 2022)



- Program Support Team (Undergraduate and Non-Credit) (November 24, 2022)
- GFC Programs Committee (December 8, 2022)
- College Deans' Meeting (January 18, 2023)
- General Faculties Council (January 30, 2023)
- Statutory Deans' Council (February 1, 2023)
- *GFC Programs Committee (February 9, 2023)*
- General Faculties Council (March 20, 2023)
- SU Council of Faculty Associations Joint Board (April 5, 2023)
- Faculty of Arts Chairs' Council (April 19, 2023)
- Victoria Ruetalo (Chair), Department of Modern Languages and Cultural Studies (April 21, 2023)
- Robert Losey (Chair), Department of Anthropology (April 27, 2023)
- David Beck (Chair), Jordan Lachler, Department of Linguistics (April 28, 2023)
- Margriet Haagsma, Department of History, Classics and Religion (April 28, 2023)
- Valentina Galvani (Chair), Department of Economics (April 28, 2023)
- Sathya Rao, Odile Cisneros, Ann De Leon, Department of Modern Languages and Cultural Studies (May 2, 2023)
- Embedded Certificates Working Group (May 3, 2023)
- Sean Robertson, Shalene Jobin, Tracy Howlett, Faculty of Native Studies (May 16, 2023)
- GFC Programs Committee (May 18, 2023)
- *General Faculties Council (May 29, 2023)*

Approval Route:

1. GFC EXEC | Placement on the GFC Agenda (May 15, 2023)
2. GFC Programs Committee | Action: For Recommendation (May 18, 2023)
3. GFC | Action: For Approval (May 29, 2023)

Supplementary Notes / Context:

GFC Programs Committee recommended approval of a previous version of the framework on February 9, 2023 but at the March 20, 2023 GFC meeting, members raised concerns about the proposal and it was withdrawn to allow for additional consultation. The proposal was revised with some minor edits and to allow additional time for existing certificates to be brought into compliance with the framework.

Purpose

Embedded undergraduate certificates are institutional credentials that are completed concurrently with an undergraduate degree program, prior to graduation. They provide students with the opportunity to enhance their educational experience through engagement with interdisciplinary concepts and topics that transcend individual programs, departments, faculties or colleges. Topics respond to broad societal interests and/or address strategic interests of the University.

Principles

Accessible	Accessible to students from multiple units or facilities and locations, and include consideration of course scheduling and delivery mode.	Strategic Alignment	Promote the University's strategic initiatives, enhance graduate attributes, and/or respond to societal interests
Interdisciplinary Focus	Provide an opportunity to engage with interdisciplinary topics or problems that incorporate and integrate different disciplinary perspectives.	Thoughtful Program Design	Consideration of overlap with other program requirements and other embedded certificates, mode of delivery; balance of junior and senior courses, meaningful experiential component
Indigenization	Contribute to the weaving of Indigenous worldviews, histories, and perspectives, recognition of the validity of Indigenous knowledge systems, remediation of the knowledge gap on Indigenous historical and lived experiences and strengthening academic rigour across disciplines (Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan)	Demonstrated Demand	Evidence of interest by students and the community
Sustainable	Consideration of administrative load, consistent delivery of courses, course enrollment limits.		

Elements

Proposal Template	The Embedded Certificate Template is available on the website of the Provost and Vice-President (Academic).
Stakeholder Consultation Requirements	<ol style="list-style-type: none"> 1. The Dean of the home faculty (or Deans of collaborating faculties) and relevant College(s) Office(s) of Education must confirm support for the embedded certificate. 2. Vice-Provost (Programs) to discuss the suitability of an embedded certificate for the proponent's purpose, and for advice and feedback related to certificate development according to the related principles and policies. 3. Vice-Provost (Indigenous Programming and Research) for advice and feedback related to embedding Indigenous content in the certificate curriculum. 4. Stakeholders (e.g., students and student groups, employers, accreditation bodies, professional associations, community organizations, alumni) to demonstrate demand and garner feedback regarding design principles. 5. Faculties that may be impacted from an enrollment (e.g., access and course capacity courses to courses for the certificate) or disciplinary perspective to confirm understanding and support. 6. Office of the Registrar for advice on Calendar language (Calendar Editor). <p>Consultation will be noted in the Governance Executive Summary, and letters of support are an asset.</p>
Administrative Responsibility	All proposals will identify a lead proposing faculty or college that will assume administrative responsibility from among those collaborating in the development and delivery of the embedded certificate.
Entrance Requirements	Enrolment in a University of Alberta undergraduate degree program.
Admission Process	A clear statement of admission requirements will be included in the proposal. Students will register via online application. Note: not all embedded certificates are available to all students in all faculties.
Credit Weight	12 - 18 credit units (maximum of 6 units at 100-level and minimum of 6 units at the 300- or 400-level), including an experiential component and/or capstone project/activity completed within, or in addition to, the course requirements.
Laddering / Transfer	Embedded undergraduate certificates are integrated into undergraduate degree programs and cannot be laddered into other for-credit programs.
Overlap	Students complete embedded certificates primarily using electives or limited choice opportunities in their programs; normally, there will be no more than 3 credit units overlap with required courses. Coursework may only be applied to one embedded certificate.
Maximum Number Permitted	While there is no limit to the number of embedded certificates permitted, limits on overlap as indicated above must be strictly adhered to. If extra credits are required to complete an embedded certificate (over and above those required for degree completion), students must consult their home faculty to determine if additional course credits beyond those required for the degree (or extra-to-degree credits) are permitted in their program.
Tuition	Assessed at the standard rates for courses in which the students are registered. No additional tuition fees are assessed for courses taken as a part of the embedded certificate program, regardless of student's home Faculty.
Awarding Process	In order for the embedded certificate to be awarded at the time of degree program completion, the lead administering Faculty or College Office of Education administering the embedded certificate must provide the Office of the Registrar with the names and ID numbers of those students who have completed the requirements for their embedded certificate. This list must also include verification that the student has completed their degree program. Faculties must work with each other to reconcile lists and share information about such students.
Transcript	Embedded certificates are noted on the transcript.

Approval	Approval Pathway: Program Support Team (PST) > Proposing Faculty Council* > GFC Programs Committee (PC)
Review	Embedded certificates will be reviewed every 5 to 7 years by the Office of the Provost and the faculties and/or colleges involved. An annual report of current embedded certificates and corresponding number of graduates will be compiled by the Office of the Provost each year, and embedded certificates may be included in scheduled curriculum reviews by the offering unit(s).
Termination	Termination Approval Pathway: Program Support Team (PST) > Proposing Faculty Council* > GFC Programs Committee (PC) At a minimum, consultation should include the existing students currently enrolled in the embedded certificate to ensure they are informed and can complete the embedded certificate; Office of the Dean of the home Faculty, collaborating Faculty (ies), and College Office of Education for the embedded certificate to ensure support; Vice-Provost (Programs) for advice on completing required templates; and the Office of the Registrar. In addition, accreditation bodies and professional associations may be consulted as relevant. Consultation will be noted in the Governance Executive Summary .

*** An embedded certificate offered jointly by two or more Faculties will be approved by each of the Faculty Councils involved.**

**Governance Executive Summary
Action Item**

Agenda Title	FGSR Graduate Exam Committee Membership
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Motion

THAT General Faculties Council approve the changes to the Committee Membership Changes for Graduate Examinations, for implementation upon final approval and inclusion in the next Calendar.

Item

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

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee because FGSR is proposing changes to the Committee Membership policies for Graduate Examinations section of the calendar.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>These changes provide clarity and transparency for graduate supervisors, students, administrators, and faculty members on policies surrounding Graduate Exams, especially the membership and composition of examining committees.</p> <p>While the previous proposal (2021) included changes to processes (where responsibilities for certain tasks reside), this version includes only policy changes. It does not propose any change in relation to where responsibilities currently reside.</p> <p>The major proposed changes are outlined below, including how they differ from previous versions discussed in various forums over the last year and a half:</p> <ul style="list-style-type: none"> • The current examiner categories are more like attributes, and a single category often applies to more than one examiner whose roles in the exam are not the same. The proposed categories more clearly apply to specific roles in an exam, and include the addition of a Specialized Knowledge Examiner (ie. medical practitioners, Indigenous elders, industry experts). • Whereas the size of examining committees is currently defined by a fixed range, we propose defining it by roles: ex officio + a certain number of other examiners, depending on the kind of exam. This will reduce the occurrence of large examining committees, which pose a number of challenges to students and faculty members alike. Since the previous version, language has been added to permit the appointment of an external examiner for the candidacy exam when the supervisor deems it necessary. • The current calendar language about associations that preclude the selection of a person as External Examiner is vague, and FGSR

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	<p>receives many questions about this. In the interest of clarity and transparency, this proposal includes a list of associations that are currently considered disqualifying. Note that the word “normally” has been added since the previous version, to signal that it will be possible to request an exception in unusual circumstances.</p> <ul style="list-style-type: none"> ● The proposal includes the elimination of the role of external reader as an equivalent to the external examiner, but preserves the option for an examiner to participate in this fashion when attendance at the exam (whether in-person or virtual) is truly impossible. ● Currently the calendar says little about what happens when a negative report is received from the external examiner. The proposal includes a clear set of steps to follow in this situation that balance the student's right to defend their work with the importance of taking seriously the feedback of an external examiner. Since the previous version, language has been added to indicate that the Dean of FGSR can allow an exam to proceed despite a negative report from an external examiner. <p>Additional less major changes are also included in the calendar draft.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<ul style="list-style-type: none"> ● Various bodies as part of a larger package of proposed changes. <ul style="list-style-type: none"> ○ Working Group: (Meetings: Nov. 1, 2021; Nov. 22, 2021; Jan. 17, 2022) <ul style="list-style-type: none"> ■ Micah True (Chair - Associate Dean, FGSR) ■ Adam Gaudry (Native Studies) ■ Ana Sharma (FGSR) ■ 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: <ul style="list-style-type: none"> ○ Associate Deans-Education of the three colleges - Jan. 9, 2023
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	<ul style="list-style-type: none"> ○ 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. ○ Policy Review Committee - February 16, 2023 ○ Graduate Program Support Team - February 27, 2023 ○ FGSR Council - March 8, 2023 ○ CLE - March 29, 2023
Approval Route (Governance) (including meeting dates)	Approval Pathway: <ul style="list-style-type: none"> ● Graduate Program Support Team - March 27, 2023 ● Policy Review Committee - April 6, 2023 ● FGSR Council: April 26, 2023 ● CLE - potential e-vote

Strategic Alignment

Alignment with <i>For the Public Good</i>	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. <table border="1" data-bbox="483 1251 1511 1461" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success			
Legislative Compliance and jurisdiction	Post-Secondary Learning Act UofA Calendar General Faculties Council Faculty of Graduate Studies & Research			

Attachments:

1. FGSR Exam Changes: Exam_committee_membership_v2

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



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

CURRENT	PROPOSED
<p>The Role and Structure of Examining Committees</p> <p>Formal examining committees are required for thesis-based master's final examination, doctoral candidacy examinations, and doctoral final examinations. Members of these examining committees perform two functions: 1) they bring knowledge and expertise to the assessment of the thesis, and 2) they ensure that the University's expectations are met regarding the conduct of the examination, adherence to all relevant policies, and the suitability of the thesis for the degree.</p> <p>[...]</p> <p>Examiners</p> <p>Examiners are full voting members of the examining committee. All examiners must be either active in the general subject area of the student's research or bring relevant expertise to the assessment of the thesis.</p> <p>Categories of Examiners and Eligibility</p> <p>There are four types of examiners: ex-officio examiner, arm's length examiner, University of Alberta examiner and External examiner.</p>	<p>The Role and Structure of Examining Committees</p> <p>Formal examining committees are required for thesis-based master's final examination, doctoral candidacy examinations, and doctoral final examinations. Members of these examining committees perform two functions: 1) they bring knowledge and expertise to the assessment of the thesis, and 2) they ensure that the University's expectations are met regarding the conduct of the examination, adherence to all relevant policies, and the suitability of the thesis for the degree.</p> <p>The University of Alberta is committed to equity, diversity and inclusivity. To the extent possible, academic units should intentionally constitute examination committees that are diverse and inclusive.</p> <p>[...]</p> <p>Examiners</p> <p>Examiners are full voting members of the examining committee. All examiners must be either active in the general subject area of the student's research or bring relevant expertise to the assessment of the thesis.</p> <p>Categories of Examiners and Eligibility</p>

Ex-officio Examiners

The supervisor(s) and, ~~for doctoral students, the other members of the student's~~ supervisory committee are ex-officio members of the examining committee.

By definition, no individual can be both an ex-officio and **an arm's length** examiner on the same examining committee.

Arm's Length Examiners

An **arm's length** examiner is knowledgeable in the field and comes fresh to the examination. They must not be (or have been) a member of the supervisory committee, or have been connected with the thesis research in a **significant** way. The examiner should not have been associated with the student, outside of usual contact in courses or other non-thesis activities within the University, nor be related to the student or supervisor(s).

The arm's length examiners should not be a former supervisor or student of the supervisor(s).

Except in special circumstances (fully justified in writing to the Dean of the department's Faculty), **an arm's length** examiner should not be an active collaborator of the supervisor(s) (see **Conflict of Interest Guidelines** below).

Arm's length examiners who have served on a student's candidacy examination committee ~~do not lose their arm's length status as a result~~, and are eligible to serve as arm's length examiners on the student's doctoral final examination if the other conditions of being **arm's length** remain unchanged.

There are four types of examiners: ex-officio examiner, **university examiner**, **specialized knowledge examiner**, and **external examiner**.

Ex-officio Examiners

The supervisor(s) and supervisory committee **members** are ex-officio members of the examining committee.

By definition, no individual can be both an ex-officio and **any other kind of** examiner on the same examining committee.

University Examiner

A **university examiner** is **a member of the University of Alberta community who is** knowledgeable in the field and comes fresh to the examination. They must not be (or have been) a member of the supervisory committee, or have been connected with the thesis research in a **significant** way. The examiner should not have been associated with the student, outside of usual contact in courses or other non-thesis activities within the University, nor be related to the student or supervisor(s). **Eligible University of Alberta community members include current or retired Academic Staff members, Academic Colleagues, Postdoctoral Fellows, or Executive Members/Academic Administrators who will be appointed or re-appointed as Academic Faculty members on the conclusion of their term (current or retired categories A, B, C, D, and E, as defined in the [University of Alberta's Recruitment Policy \(Appendix A\)](#) Definition and Categories of Academic Staff and Colleagues)**

A university examiner should not be a former supervisor or student of the supervisor(s).

Except in special circumstances (fully justified in writing to the Dean of the department's Faculty), a **university examiner** should not be an active collaborator of the supervisor(s) (see **Conflict of Interest Guidelines** below).

University examiners who have served on a student's candidacy examination committee are eligible to serve on the student's doctoral final

<p>External Examiner</p> <p>An external examiner from outside the University of Alberta is required for doctoral thesis examinations.</p> <p>In addition to being an arm's length examiner this examiner must fulfill additional criteria as described under Final Doctoral Examination below.</p> <p>University of Alberta Examiners</p> <p>The University of Alberta examiner is a tenured, tenure-track, or retired University of Alberta faculty member, or Faculty Service Officer, (current or retired categories A1.1, A1.3, or current category C1.1, as defined in the University of Alberta's Recruitment Policy (Appendix A) Definition and Categories of Academic Staff and Colleagues).</p> <p>Conflict of Interest for Graduate Student Supervisory and Examination Committees</p>	<p>examination committee if the other conditions of being a university examiner remain unchanged.</p> <p>Specialized Knowledge Examiner</p> <p>A specialized knowledge examiner is a person who has knowledge or professional expertise that is relevant to the thesis research (such as a health practitioner or an Indigenous community member) and does not have a full-time academic appointment at a university that confers graduate degrees. A specialized knowledge examiner comes fresh to the examination. They must not be (or have been) a member of the supervisory committee, or have been connected with the thesis research in any way. The examiner should not have a close personal association with the student or the supervisor.</p> <p>Except in special circumstances (fully justified in writing to the Dean of the department's Faculty), a specialized knowledge examiner should not be an active collaborator of the supervisor(s) (see Conflict of Interest Guidelines below).</p> <p>External Examiner</p> <p>An external examiner from outside the University of Alberta is required for doctoral thesis examinations. An external examiner must not be (or have been) a member of the supervisory committee, or have been connected with the thesis research in any way. The examiner should not have any personal association with the student or the supervisor, including family and social relationships. This examiner must fulfill additional criteria as described under Final Doctoral Examination below.</p>
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The key relationships are:

- the supervisor to the student;
- the supervisor to the other committee members;
- the student to the committee members.

Conflict of interest in these relationships is defined by the [University of Alberta Code of Conduct Policy](#) & the [University of Alberta Conflict Policy – Conflict of Interest and Commitment and Institutional Conflict](#). Any personal or professional relationships that alter or affect this academic relationship may constitute a conflict of interest.

In the event that a conflict of interest ~~between the supervisor and another committee member on a supervisory or examination committee~~ cannot be avoided:

- the conflict must be openly disclosed to the student, in writing, by the **department**;
- the student must be informed of their right to consent to the committee member or not. The student must also be advised that they can discuss their choices with an Associate Dean, FGSR, once the disclosure is made;
- if the student does not consent, it would be the responsibility of the proposed committee member to recuse themselves and the student would have the right to continue working with the original supervisor and a different committee member without suffering any form of negative treatment and/or behaviour (e.g. intimidation, bullying, harassment) as a result of the decision;
- the disclosure of the relationship and consent of the student must be recorded in writing and filed with the **department** and with the FGSR;
- the conflict of interest must be disclosed on the annual UofA Conflict of Interest and Commitment form by the parties involved; and
- the student may rescind their consent later in their program, ~~but not after the final~~

Conflict of Interest for Graduate Student Supervisory and Examination Committees

The key relationships are:

- the supervisor to the student;
- the supervisor to the other committee members;
- the student to the committee members;
- **the committee members to each other.**

Conflict of interest in these relationships is defined by the [University of Alberta Code of Conduct Policy](#) & the [University of Alberta Conflict Policy – Conflict of Interest and Commitment and Institutional Conflict](#). Any personal or professional relationships that alter or affect this academic relationship may constitute a conflict of interest.

In the event that a conflict of interest cannot be avoided:

- the conflict must be openly disclosed to the student, in writing, by the **department**;
- the student must be informed of their right to consent to the committee member or not. The student must also be advised that they can discuss their choices with an Associate Dean, FGSR, once the disclosure is made;
- if the student does not consent, it would be the responsibility of the proposed committee member to recuse themselves and the student would have the right to continue working with the original supervisor and a different committee member without suffering any form of negative treatment and/or behaviour (e.g. intimidation, bullying, harassment) as a result of the decision;
- the disclosure of the relationship and consent of the student must be recorded in

~~submission of the thesis to the supervisory committee for examination, if the measures put in place to manage the conflict of interest change or are perceived to no longer be effective. The student would indicate this change in writing to the department and the FGSR.~~

Size and Composition of Examining Committees

For all examination committees, at least half of the examiners must have a degree equivalent to or higher than the degree being examined.

For all examination committees, at least half of the examiners must ~~fulfill the criteria as a University of Alberta examiner as tenured, tenure-track, or retired University of Alberta faculty members, or Faculty Service Officers (see above under Categories of Examiners and Eligibility).~~

Master's Thesis Examination Committee

- ~~The minimum size of a master's final examining committee is three examiners. The maximum size is five examiners.~~
- ~~The ex-officio members of the committee are the supervisor(s) and the supervisory committee members if there is a committee.~~
- ~~There must be one arm's length examiner.~~

writing and filed with the department and with the FGSR;

- the conflict of interest must be disclosed on the annual UofA Conflict of Interest and Commitment form by the parties involved; and
- the student may rescind their consent later in their program **if the measures put in place to manage the conflict of interest change or are perceived to no longer be effective. In this case,** the student would indicate this change in writing to the department and the FGSR.
- No changes to committee membership can be made** after the final submission of the thesis to the supervisory committee for examination.

Size and Composition of Examining Committees

For all examination committees, at least half of the examiners must have a degree equivalent to or higher than the degree being examined.

For all examination committees, at least half of the examiners must **be current or retired Academic Staff members, Academic Colleagues, Postdoctoral Fellows, or Executive Members/Academic Administrators** who will be appointed or re-appointed as Academic Faculty members on the conclusion of their term (current or retired categories A, B, C, D, and E, as defined in the [University of Alberta's Recruitment Policy \(Appendix A\)](#) Definition and Categories of Academic Staff and Colleagues).

Master's Thesis Examination Committee

Where there is a supervisor only, the examining committee is the supervisor and two university examiners or one university examiner and one specialized knowledge examiner.

Where there is a supervisory committee, the examining committee is the ex-officio examiners

- At least half of the examiners must hold a master's degree or higher (see above).
- ~~At least half of the examiners must fulfill the criteria of University of Alberta examiner (see above)~~
- The chair is not the supervisor. The chair is a faculty member in the student's home department or with experience chairing master's examinations. The FGSR recommends that committee chairs not be examiners except in extenuating circumstances where any conflict of interest in this role be managed transparently for the student.

The authority for the appointment of final examining committees rests with the Dean of the department's Faculty [unless delegated to the department].

Doctoral Candidacy Examination Committee

- ~~The minimum size of a doctoral candidacy committee is five examiners. The maximum size is seven examiners.~~
- ~~The ex officio members of the committee are the supervisor(s) and the supervisory committee members.~~
- ~~There must be two arm's length examiners.~~

and one university examiner or one specialized knowledge examiner.

- At least half of the examiners must hold a master's degree or higher (see above).
- The chair is not the supervisor. The chair is a faculty member in the student's home department or with experience chairing master's examinations. The FGSR recommends that committee chairs not be examiners except in extenuating circumstances where any conflict of interest in this role be managed transparently for the student.

The authority for the appointment of final examining committees rests with the Dean of the department's Faculty [unless delegated to the department].

Doctoral Candidacy Examination Committee

The examining committee consists of the ex-officio examiners and either one university examiner or one specialized knowledge examiner.

When deemed necessary by the supervisor, one additional university examiner or specialized knowledge examiner may be appointed to the examining committee. In such cases, the examining committee consists of the ex-officio examiners and either two university examiners or one university examiner and one specialized knowledge examiner.

- At least half ~~or more~~ of the examiners must hold a doctoral degree ~~or higher~~ (see above).
- ~~At least half of the examiners must fulfill the criteria of University of Alberta examiner (see above)~~
- The chair is not an examiner. The chair is a faculty member in the student's home department or with experience chairing doctoral examinations

The authority for the appointment of doctoral candidacy examining committees rests with the department.

Doctoral Thesis Examination Committee

- ~~The minimum size of a doctoral final examining committee is five examiners. The maximum size is seven examiners.~~
- ~~The ex officio members of the committee are the supervisor(s) and the supervisory committee members.~~
- ~~There must be two arm's length examiners, one of whom must be a reader or examiner external to the University~~
- At least half of the examiners must hold a doctoral degree or higher (see above).
- ~~At least half of the examiners must fulfill the criteria of University of Alberta examiner (see above)~~
- The chair is not an examiner. The chair is a faculty member in the student's home

The examining committee does not normally include an external examiner. However, when deemed necessary by the supervisor, an external examiner may be appointed to the committee. In this case, the external examiner replaces a university examiner or a specialized knowledge examiner.

- At least half of the examiners must hold a doctoral degree (see above).
- The chair is not an examiner. The chair is a faculty member in the student's home department or with experience chairing doctoral examinations

The authority for the appointment of doctoral candidacy examining committees rests with the department.

Doctoral Thesis Examination Committee

The examining committee consists of the ex-officio examiners, one external examiner, and either one university examiner or one specialized knowledge examiner.

- At least half of the examiners must hold a doctoral degree or higher (see above).

department or with experience chairing doctoral examinations.

The authority for the appointment of final examining committees rests with the Dean of the department's Faculty [unless delegated to the department]

[...]

Conduct of Thesis and Candidacy Examinations

[...]

- The student **may** be asked to leave the room while the order of examiners is determined, and the student's academic record is reviewed by the supervisor for the committee. Typically the order of examiners is the External if applicable, the **arm's length** examiners, the supervisory committee members, and then the supervisor. The Examiners may seek clarification at this time regarding exam procedures.

[...]

Final Doctoral Examination

[...]

Inviting the External Examiner ~~or Reader~~:

Every Final Doctoral Examining Committee must have an External **i.e., an arm's length** examiner from outside the University of Alberta. **The term External Examiner refers to an External who attends the examination, whereas the term**

- The chair is not an examiner. The chair is a faculty member in the student's home department or with experience chairing doctoral examinations.

The authority for the appointment of final examining committees rests with the Dean of the department's Faculty [unless delegated to the department].

[...]

Conduct of Thesis and Candidacy Examinations

[...]

- The student **may** be asked to leave the room while the order of examiners is determined, and the student's academic record is reviewed by the supervisor for the committee. Typically the order of examiners is the External if applicable, the **university and/or specialized knowledge** examiners, the supervisory committee members, and then the supervisor. The Examiners may seek clarification at this time regarding exam procedures.

[...]

Final Doctoral Examination

[...]

Inviting the External Examiner: Every Final Doctoral Examining Committee must have an external examiner from outside the University of Alberta.

~~External Reader refers to an External who provides a written evaluation of the thesis and questions to be asked during the examination. External Readers are deemed to be in attendance at the examination.~~

It is the responsibility of the department to recommend an ~~External Examiner~~ ~~or Reader~~ and to submit the name to the Dean of the department's Faculty for approval. Normally, ~~this should be done~~ at least two months in advance of the examination date. The submission must follow the procedures established by the Dean of the department's Faculty.

The ~~External~~:

- Will be a recognized authority in the specific field of research of the student's thesis;
- Will be experienced in ~~evaluating doctoral area work~~; and
- Must be in a position to review the thesis objectively and to provide a critical analysis of the work and the presentation.

It is essential that the ~~External~~ not have an association with the student, the supervisor, or the department ~~within the last six years~~ as this could hinder objective analysis. ~~For example, a proposed External who has within the last six years been associated with the student as a research~~

It is the responsibility of the student's department to recommend an ~~external examiner~~ and to submit the name to the Dean of the department's Faculty for approval. ~~The supervisor may contact potential examiners to ascertain their availability and willingness to participate, but must have no further contact with the external examiner after the thesis has been distributed to the examining committee (see above). Any messages received after distribution of the thesis should be referred to the Graduate Coordinator.~~

Normally, ~~the external examiner should be submitted for approval~~ at least two months in advance of the examination date. The submission must follow the procedures established by the Dean of the department's Faculty.

The ~~external examiner~~:

- ~~Will be a tenure-track, tenured, or retired faculty member of a university that confers graduate degrees;~~
- Will be a recognized authority in the specific field of research of the student's thesis;
- Will be experienced in ~~supervising doctoral students to completion~~; and
- Must be in a position to review the thesis objectively and to provide a critical analysis of the work and the presentation.

It is essential that the ~~external examiner~~ not have an association with the student, the supervisor, or

~~collaborator or coauthor would not be eligible. Also, a proposed External must not have had an association within the last six years with the doctoral student's supervisor (as a former student, supervisor, or close collaborator, for instance).~~

the department as this could hinder objective analysis.

Associations that normally will preclude participation as an external examiner include:

- Having co-authored or performed collaborative research with the student or the supervisor within the preceding six years;
- Having overseen an edited volume that includes the work of the student or supervisor, or having published work in an edited volume overseen by the student or supervisor within the preceding six years;
- Having a financial interest in an entity that could benefit from the thesis research;
- Having read or evaluated the thesis, in whole or in part, prior to appointment as external examiner;
- Having examined or been examined by the student's supervisor within the preceding six years;
- Having engaged in discussions/negotiations with the student or the supervisor related to future employment or supervision, or intending to do so;
- Having a personal or financial relationship with the student or the supervisor that could appear to result in a conflict of interest (for example, past or present domestic or romantic partnerships, family relationships, and past or present business partnerships);

Under normal circumstances ~~the same person~~ will not be used as an External at the University of Alberta if ~~that External~~ has served in the same

capacity in the same department at this University within the preceding two years; this does not preclude ~~an External serving~~ in another department.

Once the External has been approved an official letter of invitation is issued to the External by the ~~department~~.

Approval of the Doctoral Final Examining Committee:

The department will recommend the names of all members of the final examining committee and forward them to the Dean of the department's Faculty, if decanal approval is required, following the procedures established by their Faculty.

~~**External Readers:** Do not attend the examination. Instead, the External Reader is asked in the letter of invitation to prepare a written report consisting of:~~

- ~~● an evaluation of the scope, structure, methodology, and findings of the thesis,~~
- ~~● a list of minor errors (if any), and~~
- ~~● either a list of clear, direct, contextualized questions to be posed to the candidate during the examination, or a brief written commentary of the thesis which can be read to the candidate for response during the examination.~~

~~The External Reader must include a statement that the thesis falls into one of the following two categories:~~

- ~~● **Acceptable with minor or no revisions:** In this case, the External Reader submits the report to the Graduate Coordinator at least one week before the examination. If the External Reader considers the thesis to be~~

- Having a former (within the preceding six years) or pending affiliation with the student's department;
- Having had an academic appointment at the University of Alberta within the preceding six years.

Under normal circumstances ~~an individual~~ will not be used as an external ~~examiner~~ at the University of Alberta if ~~they have~~ served in the same capacity in the same department at this University within the preceding two years; this does not preclude ~~service~~ in another department.

Once the External has been approved an official letter of invitation is issued to the External by the department.

Approval of the Doctoral Final Examining Committee:

The department will recommend the names of all members of the final examining committee and forward them to the Dean of the department's Faculty, if decanal approval is required, following the procedures established by their Faculty.

~~of a calibre worthy of consideration for an award, the External Reader comments on this in the written evaluation; or~~

- ~~● **Unacceptable without major revisions:** In this case, the External Reader contacts the Dean of the FGSR immediately by email as the examination may need to be postponed.~~

~~The questions or commentary will be made available to the student for the first time during the examination and the committee will evaluate the student's answers as part of the examination.~~

External Examiners: ~~Attend the examination in person.~~ In the letter of invitation, the External Examiner is requested to prepare and send to the Graduate Coordinator, at least one week in advance of the examination, an evaluation of the thesis placing it ~~temporarily~~ in one of the following categories:

- the thesis is acceptable with minor or no revisions,
- the External Examiner wishes to reserve judgment until after the examination, or
- the thesis is unacceptable without major revisions.

In ~~the first two~~ cases, the External Examiner is asked to provide a ~~brief~~ written commentary (approximately two to three pages) on the structure, methodology, quality, significance and findings of the thesis for the reference of both the student and supervisor.

~~The commentary should not be given to the student prior to the examination.~~

External Examiners: In the letter of invitation, the external examiner is requested to prepare and send to Graduate Coordinator, at least one week in advance of the examination, an evaluation of the thesis placing it in one of the following categories:

- the thesis is acceptable with minor or no revisions,
- the external examiner wishes to reserve judgment until after the examination, or
- the thesis is unacceptable without major revisions.

In **all** cases, the external examiner is asked to provide a written commentary (approximately two to three pages) on the structure, methodology, quality, significance, and findings of the thesis for the reference of both the student and supervisor.

If the thesis is judged by the External Examiner to fall into the "Unacceptable" category, then the External Examiner is asked to contact the Dean of the FGSR immediately, since the final examination may need to be postponed.

If the thesis is acceptable with minor or no revisions or if the external examiner wishes to reserve judgment, then the examination will proceed. The external examiner's evaluation must be shared with the student and the supervisor, but only after the examination.

If the external examiner finds the thesis unacceptable without major revisions, then the external examiner is asked to contact the Dean of the FGSR immediately. The examination will normally be postponed, but it may proceed at the discretion of the Dean of the FGSR. If the examination is postponed, then the external examiner's commentary will be shared with the student and the supervisor. The thesis may be resubmitted exactly once, within six months. In this case, the external examiner who wrote the initial report on the thesis will participate in the examination, but a second report will not be required. The thesis examination will be scheduled upon preliminary acceptance of the revised thesis by the supervisor and supervisory committee members (see Preliminary Acceptance of the Thesis, above).

Inability of an External Examiner to Attend

Although it is expected that the external examiner will attend the examination either in person or via videoconference, this requirement may be waived in extraordinary circumstances in which medical, technological, or geographical circumstances make attendance impossible. Such cases are subject to approval through the normal process for establishing committee membership. In such cases, the external examiner will be considered to be in attendance at the examination.

In addition to the required content specified above, the written commentary of an external examiner who has been excused from attendance will include either a list of clear, direct, contextualized questions to be posed to the candidate during the

The Examination: The examining committee should conduct a final examination, based largely on the thesis.

The graduate coordinator should ensure that the chair of the examining committee, the student, and all examiners have a final copy of the thesis at the examination.

The student should make a brief presentation about the thesis.

The most time should be allotted to the ~~arm's length~~ examiners, ~~including the External Examiner~~, while the least time is allocated to the supervisor(s).

No final decision should be made without each examiner having given an opinion.

examination, or a brief written commentary on the thesis which can be read to the candidate. In either case, the Chair of the examination will read the external examiner's submission aloud during the examination, but will not participate in assessing the student's response.

The written commentary of an external examiner who has been excused from attendance must place the thesis in one of the following two categories:

- **Acceptable with minor or no revisions:** In this case, the external examiner submits the report to the department at least one week before the examination and the examination may proceed; or
- **Unacceptable without major revisions:** In this case, the external examiner contacts the Dean of the FGSR immediately by email. The examination will be postponed and the external examiner's commentary will be shared with the student and the supervisor. The thesis may be resubmitted exactly once, within six months. In this case, the external examiner who wrote the initial report on the thesis will participate in the examination, but a second report will not be required. The thesis examination will be scheduled upon preliminary acceptance of the revised thesis by the supervisor (see Preliminary Acceptance of the Thesis, above).

The Examination: The examining committee should conduct a final examination, based largely on the thesis.

The graduate coordinator should ensure that the chair of the examining committee, the student, and

	<p>all examiners have a final copy of the thesis at the examination.</p> <p>The student should make a brief presentation about the thesis.</p> <p>The most time should be allotted to the external, university, and specialized knowledge examiners, while the least time is allocated to the supervisor(s).</p> <p>No final decision should be made without each examiner having given an opinion.</p>
<p>Justification:</p> <p>Approved by:</p>	



Decision **Discussion** **Information**

ITEM OBJECTIVE: The proposal is before the committee for decision on the proposed revisions stemming from the work of the GFC Executive Governance and Procedural Oversight Committee (GPO) to conduct a three-year review of the General Faculties Council (GFC) Terms of Reference (ToR) and Reapportionment Procedure.

DATE	May 15, 2023
TO	General Faculties Council
RESPONSIBLE PORTFOLIO	General Faculties Council (GFC)

MOTION:

THAT the General Faculties Council approve the proposed revisions to the GFC Terms of Reference as set forth in attachment 1, and receive for information the Reapportionment Procedure which has been reformatted for clarity, to take effect upon approval.

EXECUTIVE SUMMARY:

Proposed changes to GFC ToR:

- Mandate and Role – Alignment of language with the *Post-Secondary Learning Act (PSLA)* and addition of links to relevant resources and documents.
- Areas of Responsibility – Alignment with language in the Principles Documents for clarity and consistency.
- Composition – EXEC has not proposed any changes to the membership of GFC at this time. Editorial changes to the composition have been included to clarify the position of the Director of Extension who is no longer a Faculty Dean, to update full-time academic staff from category A and replace “faculty” with “academic staff” to align with the *PSLA*, and to divide the appointed members into categories.
- Delegated Authority from the Board of Governors – The Board will be asked to consider these delegations and whether they should be updated to align with current practices. For example, Faculties no longer have individual Immunization regulations and General Space Programs are no longer developed.
- Responsibilities Additional – Considered whether the first meeting in September is appropriate for budget information.
- Delegations from GFC – Updated language to refer to the *PSLA* and links added to the Principles and list of delegations.
- Communicating and Reporting – Addition of language from the *PSLA*.

Proposed changes to the Reapportionment Procedure:



ITEM NO. 9

The Reapportionment Procedure has been rewritten in plain language and reformatted for clarity. There are no changes to content.

Attachments

1. GFC ToR-Tracked Changes document
2. Draft and Current Reapportionment Procedure



SCHEDULE A:

Engagement and Routing

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

Those who are actively participating:

GPO - Apr 4, Nov 28, 2022, Jan 23, Feb 6, 2023, March 27, 2023, April 24, 2023

GFC Executive Committee - February 13, 2023, March 13, 2023, April 2, 2023, May 15, 2023

Those who have been consulted:

General Faculties Council - February 27, 2023, March 20, 2023 (Item deferred)

Online feedback available since February 27, 2023

Those who have been informed:

AASUA

Approval Route:

GFC Executive Committee (for recommendation) May 15, 2023

GFC (for approval) May 29, 2023

Supplementary Notes / Context:

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1. Mandate and Role of ~~the Committee~~Council

The University of Alberta is governed bicamerally by the Board of Governors and General Faculties Council (GFC); they share and balance power within the University and are called upon to provide both oversight and strategic vision. The proper functioning of the Board and GFC are essential to the university's institutional autonomy and the processes of collegial academic governance.

GFC is the University's senior academic governing body defined in the *Post-Secondary Learning Act (PSLA)* and is responsible for the **academic affairs** of the University, subject to the authority of the Board of Governors. The Board of Governors has primary responsibility for the business affairs of the institution.

- [Post-Secondary Learning Act](#)
- [GFC Meeting Procedural Rules](#)
- [Roles and Responsibilities of Members](#)
- [GFC and Committee Member Guidebook](#)
- [Board of Governors Principles Documents](#)

2. Areas of Responsibility

General Faculties Council (GFC) operates by authority of the *Post-Secondary Learning Act (PSLA)*. [According to the PSLA, GFC is responsible for the academic affairs of the university. The full list of GFC authorities is outlined in section 26, and GFC's responsibilities regarding Student Discipline are outlined in section 31. In addition to specified powers and authorities, GFC may also make recommendations to the Board of Governors on any matters considered by the General Faculties Council to be of interest to the university \(section 26\(1\)\(o\)\).](#)

The PSLA allows GFC to delegate its responsibilities to GFC standing committees and other persons. GFC has delegated authority on many matters to GFC standing committees, faculty councils, officials of the University, and other bodies (see Section 6), thus allowing it to focus on high level strategic items of academic significance which include, but are not limited to:

- high level strategic and academic stewardship policy issues or matters of significant academic consequence to the University;
- alterations to the mandate, terms of reference, composition, or structure of a Standing Committee; [and](#)
- those ~~things which matters that~~ a Standing Committee, [body, or officer holding delegated authority from GFC](#) considers to be of major strategic significance to or long-term impact on the University; ~~those matters on which, in the opinion of a Standing Committee chair, there has been a strong division of opinion within the Standing Committee; and~~ ~~issues in which there is a lack of clarity as to which Standing Committee is responsible.~~

3. Composition

Voting Members (158)

Statutory:

Ex-officio (26) – PSLA, Sec 23(a)

- President, Chair
- Vice-Presidents (5)
- Dean of each Faculty (~~18~~17)
- [Associate Vice President, Online and Continuing Education \(Director of Extension\)](#)
- Vice-Provost and Chief Librarian
- Vice-Provost and University Registrar

Statutory Students Members (3) – PSLA, Sec 23(c)

- 2 students nominated by the Students' Union
- 1 student nominated by the Graduate Students' Association

Elected Academic Staffmembers (52) – PSLA, Sec 23(b)

- full-time academic staff ([A1.1 and A1.6 Category A](#)) elected by Faculty/School Council in the numbers assigned by GFC

Appointed – PSLA, Sec 23(d):

[Ex-Officio and Affiliate Members \(8\)](#)

- [Vice-Provost and Dean of Students, or delegate](#)
- [3 College Deans](#)
- [President of AASUA](#)
- [President of NASA](#)
- [President of St. Joseph's College, or delegate](#)
- [Principal of St. Stephen's College, or delegate](#)

[Board of Governors Representatives \(6\)](#)

- [1 academic staff member, nominated to the Board by GFC](#)
- [1 academic staff member, nominated to the Board by AASUA](#)
- [2 undergraduate students, nominated to the Board by the Students' Union](#)
- [1 graduate student, nominated to the Board by the Graduate Students' Association](#)
- [1 non-academic staff, nominated to the Board by NASA](#)

Elected Students (52)

- undergraduate students (39)
- graduate students (13)

Elected Staff (11)

- [1 representative from Chairs' Council](#)
- [2 non-academic staff; elected by NASA, up to 1 may be from excluded category](#)
- [1 APO/FSO Representative, elected by AASUA](#)
- [2 Academic Teaching Staff \(ATS\), elected by AASUA](#)
- [3 library academic staff elected by the academic staff of the University Library](#)
- [1 Postdoctoral Fellow, elected by the Postdoctoral Fellows Association](#)
- [1 elected Management and Professional Staff \(MAPS\) representative, election conducted by University Governance](#)

Other appointees (25)

- Vice-Provost and Dean of Students, or delegate
- President of AASUA
- President of St. Joseph's College, or delegate
- Principal of St. Stephen's College, or delegate
- 1 representative from Chairs' Council
- Board of Governors Representatives (6)
- 1 academic staff member, nominated to the Board by GFC
- 1 academic staff member, nominated to the Board by AASUA
- 2 undergraduate students, nominated to the Board by the Students' Union
- 1 graduate student, nominated to the Board by the Graduate Students' Association
- 1 non-academic staff, nominated to the Board by NASA
- 2 non-academic staff; elected by NASA, up to 1 may be from excluded category
- 1 APO/FSO Representative, elected by AASUA
- 2 Academic Teaching Staff (ATS), elected by AASUA
- 3 library academic staff elected by the academic staff of the University Library
- 1 Postdoctoral Fellow, elected by the Postdoctoral Fellows Association
- 1 elected Management and Professional Staff (MAPS) representative, election conducted by University Governance
- 3 College Deans
- President of NASA

Reapportionment of elected [academic staff](#) and student seats takes place every three years with at least one [academic staff member](#) and one student per Faculty.

Each Faculty shall adopt a method of election for their respective elected [academic staff](#) representatives to GFC. Academic staff members serve three year terms, elected individuals may serve more than one term. Faculties may elect members to serve one- or two-year terms in order to provide overlapping terms. Persons on leave normally do not serve.

Elected students are elected in accordance with the principles approved by GFC February 3, 1971. Student members serve a one year term, elected individuals may serve more than one term.

The President will chair GFC. In the absence of the President, GFC will be chaired by the Provost or by the Dean serving on the GFC Executive Committee.

Non-voting Members

- University Secretary
- GFC Secretary

4. Delegated Authority from the Board of Governors

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

- 4.1 Physical Testing and Immunization of Students - individual Faculty regulations (sub-delegated to GFC Programs Committee)

4.2 General Space Programs for academic units (sub-delegated to GFC Facilities Development Committee)

4.3 Proposals concerning the design and use of all new facilities and the repurposing of existing facilities

5. Responsibilities Additional to Delegated Authority

5.1 Receive an information session on the proposed budget each year just prior to being introduced to the Board approval process, ~~and receive information on the budget, however 'soft', at the first GFC meeting in September.~~

6. Delegations from General Faculties Council

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

6.1 ~~per section 26(3), The the~~ PSLA allows GFC to delegate its responsibilities to GFC standing committees and other persons. [Limitations to delegations of authority are outlined in GFC Committee Terms of Reference. Principles and s](#)pecific delegations from GFC are outlined in the following [documents](#):

- [Principles for GFC Delegation of Authority](#)
- [Principles for GFC Standing Committee Composition](#)
- [GFC Delegations of Authority List](#)
[GFC Delegations](#)

7. Limitations to Authority

GFC is subject to the authority of the Board of Governors

8. [Communicating Recommendations and Reporting](#)

[GFC recommendations to the Board of Governors are communicated by the Chair of GFC as per section 26\(2\) of the PSLA.](#)

GFC reports regularly to the Board of Governors with respect to its activities and decisions through the GFC nominee to the Board of Governors.

9. Definitions

Reapportionment – The process by which the number of members that may be elected by each Faculty is determined. This number ~~of~~ elected ~~academic staff~~~~faculty~~ members shall be proportional to the number of ~~academic staff~~~~faculty~~ members in each Faculty. The number of elected undergraduate student members shall be proportional to the number of undergraduate students in each Faculty. ~~It is, in effect, a "representation-by-population" system.~~ Reapportionment occurs every three years.

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

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

AASUA – [Association of Academic Staff University of Alberta](#)

NASA – [Non-Academic Staff Association](#)

Repurposing – Significant changes to the use of a facility, as determined by the Vice-President (Facilities and Operations) or delegate.

University Facilities – All lands, buildings, and space owned, operated, or leased by or from the University of Alberta (as per UAPPOL).

10. Links

[Procedure for Reapportionment](#)

[GFC Apportionment Table](#)

[Post-Secondary Learning Act \(2003\)](#)

Approved by General Faculties Council:

April 29, 2019

September 20, 2021

October 17, 2022

November 14, 2022

[Updated approval date](#)



The statutory members of General Faculties Council (GFC) are set out in the GFC Terms of Reference according to provisions in the *Post-Secondary Learning Act* (PSLA).

- Sections 23 and 24 of the *PSLA* determine the persons who are members of GFC by virtue of their office (ex-officio) and the number of academic staff members who are elected by their Faculty or School.
- Section 23 requires that the council of the students' association appoint two student members and that the graduate students' association appoint one student member.

As set out in section 25 of the *PSLA*, the statutory members have, in the past, decided to appoint additional members to the GFC composition. In 1971, they voted to include a number of elected student members equal to the number of statutory elected academic staff members on GFC. Undergraduate student members are elected by the students in their Faculty in an election conducted by the UA Students' Union. The Graduate Students' Association conducts the election of graduate student members.

Reapportionment of statutory academic staff members is conducted according to section 24 of the *PSLA*. The number of elected members per Faculty is determined based on the proportion of the total number of full-time academic staff in the Faculty to the total across all Faculties. Each Faculty has at least one academic staff member. Reapportionment of student seats is conducted in a like manner and each Faculty has at least one undergraduate student member.

Reapportionment is the responsibility of the GFC Secretary. The process is conducted every three years, or when the number of academic staff or students in a Faculty changes significantly, or when there is a change to the number of statutory ex-officio seats on GFC.

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REAPPORTIONMENT OF GENERAL FACULTIES COUNCIL (GFC)

INTRODUCTION

Sections 23 and 24 of the *Post-Secondary Learning Act (PSLA)* and General Faculties Council's (GFC's) own Terms of Reference govern the apportionment of faculty seats on GFC. The Secretary to GFC is directed to determine the number of members that may be elected by each Faculty which, so far as is reasonably possible, shall be in the same proportion to the total number of elected faculty members as the number of faculty members in each Faculty is to the total number of elected members in all the Faculties. It is, in effect, a "representation-by-population" system.

Undergraduate seats are apportioned in like manner.

In accordance with GFC regulations, Faculties with at least six (6) full-time faculty members must have a representative on GFC. In accordance with practice, all Faculties have at least one undergraduate student representative.

DETAIL

1. In accord with policy approved by GFC, reapportionment is normally done once every three (3) years:

*GFC Terms of
Reference
Section 2:*

"Reapportionment

On the direction of the General Faculties Council, from time to time the registrar [see below] shall

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

b. determine and assign to each faculty and school the number of members that may be elected by that faculty or school, which so far as is reasonably possible shall be in the same proportion to the total number of elected members as the number of full time members of the academic staff of the faculty or school is to the total number of full time members of the academic staff of all the faculties and schools. (PSLA Section 24(2))

Responsibility for the reapportionment of GFC in practice resides with the Secretary to GFC.

Reapportionment of seats on GFC shall be completed every third year except when there has been a significant shift in faculty or student numbers or a change to the ex officio seats on GFC.(EXEC 13 FEB 1995)

There shall be at least one elected representative for every Faculty with a full-time instructional staff of 6 or more. (GFC 29 APR 1966)