

Monday, March 18, 2024
Council Chamber
2:00 PM - 4:00 PM

OPENING SESSION

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

CONSENT AGENDA 2:10 – 2:15 PM

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

3. Approval of the Open Session Minutes of February 26, 2024
4. New Members of GFC

DISCUSSION ITEMS

5. Question Period 2:15 – 2:45 PM Bill Flanagan
6. Fiscal Year 2024-25 Budget Update 2:45 – 3:15 PM Verna Yiu
Todd Gilchrist
7. Policy Development Policy 3:15 – 3:30 PM Brad Hamdon
Jay Jorgensen
John Lemieux
8. Proposed revisions to GFC Committee on the Learning Environment
Terms of Reference 3:30 – 3:45 PM Ryan Dunch
9. Proposed revisions to GFC Programs Committee Terms of Reference
3:45 – 4:00 PM Ryan Dunch

INFORMATION REPORTS

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

13. Information Items:
 - A. Office of Safe Disclosure and Human Rights Annual Report
 - B. Helping Individuals At Risk Annual Report
14. Information Forwarded to GFC Members Between Meetings
- Canvas 101 Video

CLOSING SESSION

15. Adjournment
- Next Meeting of General Faculties Council: April 29, 2024

Presenter(s):

Bill Flanagan	President and Vice-Chancellor
Jay Jorgensen	Institutional Policy Lead
Ryan Dunch	Professor and Chair, GFC Executive Subcommittee on Governance and Procedural Oversight (Exec GPO)
Verna Yiu	Provost and Vice-President (Academic)
Todd Gilchrist	Vice-President (University Services and Finance)
Brad Hamdon	General Counsel
John Lemieux	University Secretary

Documentation was before members unless otherwise noted.

Meeting REGRETS to:	Faiza Billo, faizad@ualberta.ca
Prepared by:	Kate Peters, peters3@ualberta.ca
University Governance	www.governance.ualberta.ca

General Faculties Council
DRAFT Open Session Minutes

Monday, February 26, 2024
Council Chamber, 2-100 University Hall
2:00 PM - 4:00 PM

OPENING SESSION

The Chair began with a land acknowledgement:

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

1. Approval of the Agenda

Materials before members are contained in the official meeting file.

Presenter(s): Verna Yiu, Provost and Vice-President (Academic), and Vice-Chair, General Faculties Council (GFC)

The motion was moved and seconded.

THAT General Faculties Council approve the agenda.
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CARRIED

2. Comments from the Chair (no documents)

- ZTC Course Awards
- Presidential Review Committee Update
- Budget Update

Presenter(s): Verna Yiu, Provost and Vice-President (Academic), and Vice-Chair, GFC

Discussion: During comments from the Chair, the Chair invited P Almeida, the Vice-President (Academic) of the University of Alberta Students' Union to present an award for the promotion of Zero-Cost Textbooks. A Lam, a GFC member and student from Augustana Campus, accepted the award on behalf of the Dean and students of Augustana and K Hurley, a student from Agricultural, Life and Environmental Science, was recognized for their achievement.

During the Chair's Comments, the following information was presented:

- Update on the Learning Management System;
- Presidential Review Committee Update;
- Budget; and
- Google Storage.

The Chair screened a new pedagogical video on Sweetgrass Teachings and noted the importance of relationality to GFC's work.

CONSENT AGENDA

Materials before members are contained in the official meeting file.

3. Approval of the Open Session Minutes of January 29, 2024

4. New Members of GFC
5. Suspension of the Specialisations in Educational Policy Studies and Elementary Education in the Doctor of Education
6. Deletion of GFC Policy Manual Section 109 - Student Records: Contents, Access, Use, and Protection
7. Deletion of GFC Policy Manual Section 56 - General Appeals Committee (GAC)

The motion to approve the consent agenda was moved and seconded.

THAT General Faculties Council approve the consent agenda.

CARRIED

ACTION ITEMS

8. Master of Management Analytics

Materials before members are contained in the official meeting file.

Presenter(s): Michael Maier, Associate Dean, MBA Program, Alberta School of Business

Discussion: The Chair noted the recommendation of the GFC Programs Committee and invited M Maier to present on the proposed program. M Maier provided an overview of the program proposal including the rationale for development of a new course-based master's; the targeted applicant pool; and the proposed length.

Members asked how the program will align with the University's strategic directions on equity, diversity and inclusion and whether this was typically a graduate credential as well as the potential for an equivalent undergraduate program.

The motion was moved and seconded.

THAT the General Faculties Council recommend that the Board of Governors approve the new Master of Management Analytics (MMA) program in the Alberta School of Business for implementation upon final approval.

CARRIED

DISCUSSION ITEMS

9. Question Period
9.1 - GFC Question and Response on LMS Replacement

Materials before members are contained in the official meeting file.

Presenter(s): Verna Yiu, Provost and Vice-President (Academic), and Vice-Chair, GFC

Discussion: Members asked questions concerning:

- The Google Storage issue and the intersection with the Collective Agreement which stipulates that the employer will supply all necessary instruments for the employee to do their work;
- Whether GFC would be receiving a full budget presentation in advance of the proposed presentation of the proposal to the Board of Governors in March;
- Who made the decision decision on the Learning Management System (LMS) and why GFC was not asked to approve it;

- The consultation of support staff which did not include any opportunity to provide feedback;

A member asked follow-up questions on the written responses concerning the implementation of a new LMS system, including:

- the decision to move away from the current LMS, Moodle;
- the weighting of votes in favour of *Desire to Learn* or *Canvas*;
- whether the University had assessed the cost of keeping Moodle in comparison with the cost of implementing a new LMS;
- if students would be reimbursed for tuition if they were unsatisfied with the LMS implemented;
- whether the LMS chosen could be counted on to function effectively;
- how metrics might be selected given that the choice has already been made to implement Canvas; and
- timelines for implementation and how instructors' time is being considered in conversations with the vendor.

Other members made comments affirming the platform is outdated and lacks functionality and that students have lost trust due to numerous issues over the past few years. A member asked about other U15 users and whether a Canadian company owned Canvas.

10. Annual Enrolment Report

Materials before members are contained in the official meeting file.

Presenter(s): Norma Rodenburg, Acting Vice-Provost and University Registrar, Office of the Registrar; Tracy Raivio, Vice-Provost and Dean, Faculty of Graduate & Postdoctoral Studies

Discussion: The Chair noted the report had been discussed at several GFC standing committees and asked N Rodenburg and T Raivio to present on the report.

Members discussed the impact of international tuition rates on undergraduate and graduate enrolment.

11. Revised Draft of the Teaching, Learning and Evaluation Policy - Appendix B: Multifaceted Evaluation of Teaching and Learning

Materials before members are contained in the official meeting file.

Presenter(s): Karsten Mündel, Vice-Provost (Learning Initiatives); Deanna Davis, Interim Executive Director, Centre for Teaching and Learning (CTL)

Discussion: K Mündel and D Davis presented the proposed guidelines developed as a result of the Teaching, Learning and Evaluation Policy suite approved in 2023. They noted, in particular, the use of the Framework for Effective Teaching and the requirement for multifaceted evaluation of teaching. D Davis spoke to the provision of supports from CTL to implement the Appendix.

Members discussed:

- Whether the Appendix could go further in evaluating instructors' efforts to make teaching and learning more flexible;
- If it was appropriate to include evaluation criteria concerning affordability of course materials;
- A request that the guidelines and supports materials, once developed, be distributed to GFC for information; and
- A comment that the Student Perspectives of Teaching (SPOT) questions don't require direct feedback on teaching and a question about whether Appendix B could provide avenues for direct feedback from students.

12. SHAPE Implementation

Presenter(s): Verna Yiu, Provost and Vice-President (Academic)

Discussion: The Provost presented on the 3-year implementation plan for *SHAPE* noting the need for clear accountabilities and metrics for growth. She noted that a roadmap would be released in the coming months.

Members asked what work will need to be performed at a department level by Chairs and others.

13. Proposed revisions to GFC Academic Planning Committee Terms of Reference

Materials before members are contained in the official meeting file.

Presenter(s): Ryan Dunch, Professor and Chair, History, Classics & Religion, and Chair of the Executive Sub-Committee on Governance and Procedural Oversight (Exec GPO); Kate Peters, Secretary to GFC

Discussion: R Dunch presented the proposed changes to the format of the APC Terms of Reference, the pending motion to disband FDC, and the Board delegated authority to approve General Space Plans.

Members discussed:

- A concern that the proposed composition which will include three additional *ex officio* members who are also Provostial delegates, will weaken the student voice on the committee;
- A suggestion that the proposed new Graduate Students' Association Executive who will represent Indigenous graduate students could be added to the composition;
- A comment that the proportion of student seats will not change and that, as a result, with only four students, there is a decrease in the weight of student representation; and
- That the student seats could be opened to at-large students rather than only GFC students.

INFORMATION REPORTS

14. Report of the GFC Executive Committee

15. Report of the GFC Academic Planning Committee

16. Report of the GFC Programs Committee

17. GFC Nominations and Elections

- February 2, 2024 GFC Nominating Committee Report to GFC

18. Information Forwarded to GFC Members Between Meetings

- Joint Summit - Materials now available
- Action Required: Presidential Review Process Ballot

CLOSING SESSION

19. Adjournment

- Next Meeting of General Faculties Council: March 18, 2024

INFORMATION REPORTS

20. Information Items:
 - A. General Appeals Committee Annual Report
 - B. U of A Non-Credit Programming Framework and Non-credit Micro-credential Guide
 - C. [GFC Schedule - 2024-2025](#)

ATTENDEES:

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

MOTION: TO RECEIVE:

The following ex-officio members to serve on GFC for a term beginning July 1, 2024 and ending June 30, 2029:

- Shannon Scott Nursing

- John Parkins Augustana

Decision **Discussion** **Information**

ITEM OBJECTIVE: To provide the General Faculties Council with an update on the fiscal year 2024-25 government grants and the University of Alberta fiscal year 2024-25 consolidated budget.

DATE	March 18, 2024
TO	General Faculties Council
RESPONSIBLE PORTFOLIO	Vice-President (University Services and Finance)

EXECUTIVE SUMMARY:

- The Government of Alberta announced Budget 2024 on February 29, 2024. This included the following for the university:
 - \$436.6 million - Operating and Program Support Grant,
 - \$34.9 million - Capital Maintenance and Renewal Grant,
 - \$27 million - funding for Universiade Pavilion repairs, and
 - and \$25.972 million - Targeted Enrolment Expansion funding
- The University of Alberta fiscal year 2024-25 Consolidated Budget is scheduled for presentation to the Board of Governors on March 22, 2024, for approval.

Government of Alberta Budget Announcement

The province announced Budget 2024 on February 29. The university received the *Operating and Program Support Grant* funding of \$436.6 million for the 2024-25 fiscal year, which is consistent with the grant funding from the prior year.

The annual *Capital Maintenance and Renewal (CMR)* grant was reduced by \$1.8 million (4.9%) to \$34.9 million. Also, Budget 2024 included \$27 million in CMR funding for the Universiade Pavilion (Butterdome), over three years (\$7 million in 2024-25).

Targeted Enrolment Expansion (TEE) Phase 1 is in its third year and the university received confirmation of \$23.868 million funding. *TEE Phase 2* is in its second year and the university received confirmation of \$2.104 million.

In addition to the Operating and Program Support Grant, CMR, and TEE Grants, the University of Alberta receives the *following grants totalling an additional \$17.0 million*:

- Post-Secondary Mental Health (\$1.123 million),
- Students with Disabilities (\$0.756 million),
- Medical Faculty Grant (\$11.283 million), and
- Health Workforce Action Plan (\$3.866 million).

Per Budget 2024, the university is a recipient of the *Medical School Expansion Grant* which is funded from Advanced Education and Alberta Health Services. Details of the grant are pending.

ITEM NO. 6

The Government of Alberta has given the university permission to request to spend up to *15% of its total reserves*, which means that up to \$46.4 million could be accessed in the 2024-25 fiscal year.

University of Alberta Fiscal Year 2024-25 Consolidated Budget

The university fiscal year 2024-25 consolidated budget is moving through the governance approval process with the final stop being the approval by the Board of Governors on March 22, 2024.

The proposed consolidated budget includes the items as confirmed above and forecasts a consolidated budget deficit of \$31.193 million. This includes budgeting \$15 million in endowment contributions and reserves access of \$46.4 million.

Risks and Opportunities

The university is forecasting to utilize the \$46.4 million in reserves for the continuation of strategic initiatives started in fiscal year 2023-24 and some new initiatives and projects in support of the university's core missions or teaching, research, and community engagement. The university will also continue focusing on operating efficiency, cost control, and revenue generation.

Supporting Materials:

1. Consolidated Budget Fiscal Year 2024-25 (7 slides)

Budget Update FY 2024-25

General Faculties Council
March 18, 2024



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Provincial Grants - Operating

- The Operating and Program Support Grant (OPS) is the main source of operating funding provided by the provincial government. The grant has remained the same for fiscal year 2023-24 grant at \$436.6 million.
- The university received the Targeted Enrolment Expansion (TEE) (Alberta at Work grant) of \$25.972 million in fiscal year 2024-25.
 - \$23.868 million TEE 1
 - \$2.104 million TEE 2
- The university received additional grants totalling \$17 million.

Provincial Grants - Capital Maintenance and Renewal

- The Capital Maintenance and Renewal Grant was reduced by 4.9% (\$1.8 million) for the fiscal year 2024-25 to \$34.9 million.
- The university received \$27 million in funding over three years for the Universiade Pavilion repairs and upgrades with \$7 million funding in fiscal year 2024-25.

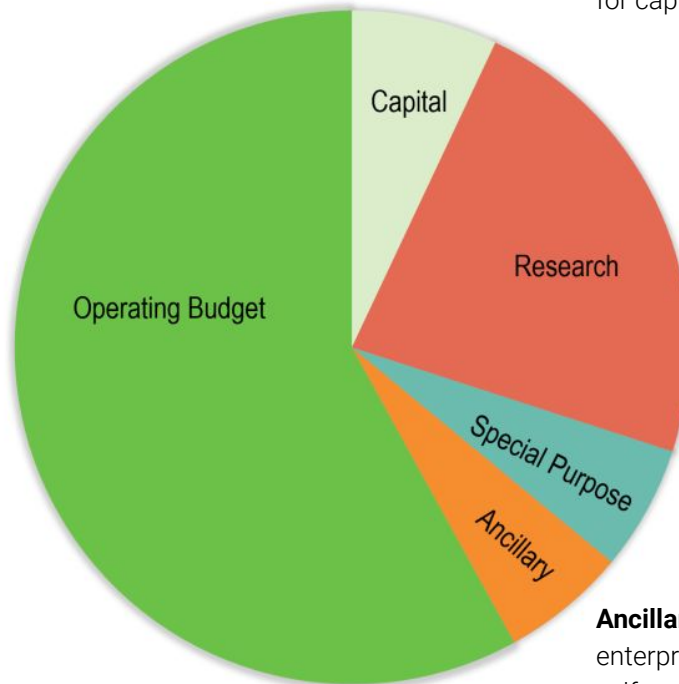
Access to Reserve Funds

- The provincial government granted permission to the university to request to spend up to 15% of the total reserves (up to \$46.4 million) in fiscal year 2024-25.
- This is included in the proposed consolidated budget.

University of Alberta Consolidated Budget

Structure of Consolidated Budget FY 2024-25 Breakdown

Operating (58%): represents the institution's general operations. The budget process focuses on the allocation of these funds. The main sources of funding are government grants and tuition.



Capital (5%): includes both restricted and unrestricted funding primarily used for capital infrastructure projects.

Research (25%): subject to external restrictions, and can only be used for the purposes for which the funds were provided.

Special Purpose (6%): primarily related to the Academic Medicine and Health Services Program, and annual endowment spending allocations from non-research related endowments.

Ancillary (6%): stand-alone enterprises fully funded by self-generated revenues.

University of Alberta Consolidated Budget - cont'd

(\$000's)	2022-23		2023-24		2024-25	2025-26	2026-27
	Actual	Budget	Forecast	Budget	Budget	Projection	Projection
Revenue (including deferrals)							
Government of Alberta grants	756,203	711,848	728,466	738,280	738,280	767,869	731,388
Federal and other government grants	206,457	224,579	225,923	242,597	242,597	251,097	261,736
Student tuition and fees	458,523	489,800	468,103	500,365	500,365	520,425	529,189
Sales of services and products	214,973	219,295	219,061	226,041	226,041	233,441	239,712
Donations and other grants	136,423	147,101	160,848	155,917	155,917	157,828	160,806
Investment income	141,021	111,375	144,981	128,870	128,870	116,045	118,745
Investment gain (loss) from government business enterprise	(530)	(3,870)	(1,000)	(934)	(934)	(934)	(934)
Gain on sale of tangible capital assets	-	-	-	-	-	-	-
Total revenue	1,913,070	1,900,128	1,946,382	1,991,136	1,991,136	2,045,771	2,040,642
Expense							
Salaries	889,317	924,637	938,011	963,446	963,446	986,844	1,005,414
Employee benefits	176,611	186,730	178,921	193,513	193,513	200,483	217,832
Materials, supplies and services	327,202	334,613	326,240	372,773	372,773	333,828	342,799
Scholarships and bursaries	165,992	175,871	186,384	194,134	194,134	198,371	202,709
Maintenance and repairs	91,042	84,857	91,113	75,617	75,617	60,006	53,273
Utilities	71,371	68,496	61,751	67,017	67,017	69,872	72,824
Amortization of tangible capital assets	156,621	163,766	162,551	170,829	170,829	174,588	177,537
Total expense	1,878,156	1,938,970	1,944,971	2,037,329	2,037,329	2,023,992	2,072,388
Annual operating surplus (deficit)	34,914	(38,842)	1,411	(46,193)	(46,193)	21,779	(31,746)
Endowment contributions	17,771	-	27,444	15,000	15,000	15,000	15,000
Endowment capitalized investment income	19,589	-	-	-	-	-	-
Annual surplus (deficit)	72,274	(38,842)	28,855	(31,193)	(31,193)	36,779	(16,746)

Leading with Purpose.



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Decision Discussion Information
ITEM OBJECTIVE: To review and discuss the revised *Policy Development Policy*.

DATE	March 18, 2024
TO	General Faculties Council
RESPONSIBLE PORTFOLIO	Office of General Counsel

EXECUTIVE SUMMARY:

Policies are important tools as they set out a commitment to compliance with legislation but also assign authority and responsibility within the university for that compliance. Policies tell interest holders how the university will meet its compliance obligations and inform interest holders if the university has a position on certain issues and how it will address those issues.

Governance oversight of policies

The Board of Governors (“**Board**”) and General Faculties Council (“**GFC**”) have key roles in university policy, including ensuring there is a policy framework within which the university sets out its own taxonomy of policy instruments. In this aspect, policies represent an opportunity to implement and extend the university’s vision, mission, values and even strategy.

The Office of General Counsel is proposing revisions to the Policy Development Framework (now called the *Policy Development Policy*).

a) Revised Policy Development Policy

The [Policy Development Framework](#) and its [Visions, Principles and Definitions](#) were originally approved by the Board on May 7, 2004, with a recommendation from GFC. Following direction from the BGC, a revised *Policy Development Policy* has been drafted (see [Attachment 1](#)) for review. The revised policy is intended to provide the Board with an opportunity to determine the more significant and strategic policies, strategies, or similar documents that it should be focused on and approving, and consider whether delegation of more operational policies and policy documents and their management (creation, approval, implementation, consolidation or rescission) should occur to committees or to administration.

Significant changes ([Attachment 2](#)) from the 2004 version include:

- Refreshing and including principles for policy development in the policy itself;
- Formally defining University policy documents and the policy development processes;
- Increasing clarity around roles and responsibilities for policy developers, sponsors and approvers in areas of consultation, processes for creation, amendments and removal of policy documents; and approval; and
- Adding a definition of “Board-level Policy” as being considered by the Board into the Policy definitions.

Questions for GFC:

1. Do the principles articulated in the draft policy align with GFC expectations for institutional policies?

Next Steps

In order to give GFC adequate opportunity to discuss the revisions to the *Policy Development Policy*, it is proposed that the Policy come to GFC for recommendation to the Board for approval during the May/June meeting cycle. It should be noted that a definition of “Board-level Policy” is too coming for recommendation and approval in May/June through BGC and the Board, and this definition will be embedded in the *Policy Development Policy*.

Supporting Materials:

1. Draft *Policy Development Policy* (4 pages) - clean version
2. Draft *Policy Development Policy* (5 pages) - redlined version

Approval Date: May 7, 2004

Most Recent Approval Date: 2024 DRAFT

Policy Development Policy

Office of Accountability:	President’s Executive Committee - Operational (PEC-O)
Office of Administrative Responsibility:	Office of General Counsel, Policy Standards Office
Approver:	Board of Governors
Scope:	Compliance with this University-wide policy extends to all members of the University community involved with University Policy development, approval and review.

Overview

University policies and procedures are clear, concise directives that define and promote appropriate behaviors and practices on behalf of the University. University policies and procedures reflect the values and internal governance structures of the University, and as such they must be developed, approved, reviewed, updated and made accessible according to a standardized approach or methodology.

This Policy provides direction to policy developers to create, implement and maintain clear, concise and differentiated policy documents that are easily accessible and understood; enable operational efficiency; reduce institutional risk; and ensure compliance and alignment with applicable laws, rules, regulations, and the University’s culture and values.

Purpose

The Policy on Policy Development provides direction for effective and consistent practice in the development and administration of university **Policy Documents**. The purpose of this Policy is to explain the process of how Policy Documents are developed, approved, implemented, reviewed and communicated. In particular, this Policy describes:

- principles that apply to the development of Policy Documents;
- the kinds of Policy Documents that are in scope (e.g. policy, procedure, etc.);
- the roles and responsibilities of various offices and individuals;
- who may approve Policy Documents;
- an outline of the policy development process; and
- the responsibility for ongoing review, amendment and removal of Policy Documents.

POLICY

1. PRINCIPLES FOR POLICY DEVELOPMENT

- a. The following principles apply to the development of all Policy Documents. Policy Documents must:
- represent and be consistent with the University's strategic plans, direction and initiatives;
 - not overlap or contradict other Policy Documents;
 - be sufficiently researched and comply with applicable laws;
 - be clearly written, in plain language;
 - follow standard templates, style and structure;
 - integrate and consider the needs of, and the impacts on, its users and interest holders;
 - be approved and implemented at the appropriate level of authority; and
 - be retained in and made accessible through a single source electronic repository, institutionally referred to as **University of Alberta Policies & Procedures Online (UAPPOL)**.

2. POLICY DOCUMENTS

The university's Policy Documents types are as follows: **University Policy; Framework; Procedure; and Appendix.**

3. ROLES AND RESPONSIBILITIES IN POLICY DEVELOPMENT

The Policy Document development process requires:

- a. the involvement of the **Policy Standards Office, Policy Development Sponsor, Office of Accountability, Office of Responsibility, and Approver;** and
- b. consultation with **Interest-Holders.**

4. AUTHORITY TO APPROVE POLICY DOCUMENTS

Under the Alberta *Post-Secondary Learning Act* ("PSLA"), the Board of Governors and the General Faculties Council have authority to approve university policies and procedures and may delegate this approval authority to other offices.

5. POLICY DEVELOPMENT PROCESS

- a. Policy Documents will be developed, vetted, approved and published in accordance with a standard **Policy Development Plan.**
- b. Developing new Policy Documents or amending or removing existing Policy Documents will be a planned activity that includes:
- i. consulting with the Policy Standards Office;

- ii. identifying the appropriate **Policy Development Lead**, Office of Accountability, Office of Responsibility, Sponsors and Approvers;
- iii. conducting issue-appropriate due diligence and consultation;
- iv. using standard Policy Document templates;
- v. obtaining approval pursuant to the powers imparted by the PSLA; and
- vi. arranging for the publication of Policy Documents in UAPPOL.

6. POLICY REVIEW, AMENDMENT AND REMOVAL

- a. The Offices of Accountability and Office of Administrative Responsibility are responsible for regularly reviewing Policy Documents for which they are responsible, to ensure that they continue to align with the University's strategic plans and initiatives and remain necessary, legally compliant and effective.
- b. The Offices of Accountability and Office of Administrative Responsibility are also responsible for initiating amendments to, or removal of a Policy Document where warranted. In doing so, these offices will work closely with the Policy Standards Office, as described in the *University Policy Document Development Procedure*.

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. ▲Top	
Appendix	An appendix contains supplemental information to a University Policy or Procedure(s), such as complex or detailed reference information that may disrupt the flow of other sections. Appendices may also reference information that applies to a select portion of the population.
Approver	Pursuant to the powers imparted by the <i>Post-Secondary Learning Act</i> of Alberta, the approver is the unit or body responsible for final approval of a University Policy or Procedure. The Approver ensures appropriate rigor and due diligence in the development or re-development of University policy and procedure, and appoints an Office of Accountability for each policy.
Board-level Policy	To be determined
Framework	A framework is a Policy Document that serves as a support or guide for constructing other Policy Documents or related guidelines. A framework, as approved by the Office of Accountability, enables policy developers to develop Policy Documents in a managed way while providing flexibility to adapt to changing conditions, or be customized for organizational environment and culture.
Interest-Holder	All units, offices or individuals that are impacted, operationally or otherwise, by a Policy Document.
Office of Accountability	The Office of Accountability is the senior administrative office or governance unit that is responsible for developing the University Policy, any future re-development of the policy, and ensuring the Policy Documents are in compliance with this Policy.

Office of Administrative Responsibility	Appointed by the Office of Accountability, the Office of Administrative Responsibility is responsible for executing a University Policy, for assisting with the development or redevelopment activities, and for assisting with the monitoring of policy or procedure compliance.
Policy Development Lead	Acting as the Policy Development Sponsor's agent, the Policy Development Lead plays a planning, coordination and facilitation role. A key activity is working with the Policy Standards Office, the interest-holder and sponsor to create a policy development plan, then monitor and facilitate the execution of that plan.
Policy Development Plan	A plan that includes defining the scope of the policy issue, affirming interest-holders and defining their role in development, completing the environmental scan, summarizing the changes if it is change to an existing policy, developing a vetting protocol, determining the approval protocol and timelines, and indicating how the proposed policy would be operationalized.
Policy Development Sponsor	The Policy Development Sponsor is a member of the University's senior administration or a governance unit who is assigned by the Office of Administrative Responsibility to be responsible for a specific policy development/redevelopment activity. Accountabilities include managing a suitable development/redevelopment strategy and process; identifying and engaging interested or affected parties; mitigation of issues as required, the appropriate and effective utilization of any allocated resources, financial or otherwise, and the timely completion of activity.
Policy Documents	Policy documents are created and approved as tools used by the University to promote certain behaviors in achieving a predefined set of goals. Policy documents consist of one or more of Policy, Framework, Procedure, and Appendix.
Policy Standards Office	The Policy Standards Office is the administrative unit at the University responsible for the policy development process, and the maintenance and publication of the Policy Documents produced thereof.
Procedure	A procedure is a description of the operational processes necessary to operationalize, and enable compliance with a University Policy.
University of Alberta Policies & Procedures Online (UAPPOL)	<p>University of Alberta Policies & Procedures On-Line (UAPPOL) is the name of the repository in which University Policies electronically reside and are accessed from.</p> <p>UAPPOL is the online, single source repository of University of Alberta institution-wide policies and procedures not otherwise represented in other official source publications (such as the the University of Alberta Calendar or applicable collective agreements).</p>
University Policy	A University Policy is a high-level statement of guiding principles and standards articulating the University's values and communicating behavioral expectations to be followed by its intended audience. A University Policy provides direction and guidance to members of the University community on issues relevant to the University's mission, values, governance, and operations.

RELATED LINKS

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[University of Alberta Policies & Procedures Online \(UAPPOL\)](#)

[UAPPOL Vision, Principles and Definitions](#) (UAPPOL) - existing, approved by Executive Planning Committee March 12, 2003; for rescissioing

PUBLISHED PROCEDURES OF THIS POLICY

[UAPPOL Document Development Procedure](#) - existing; to be updated and renamed "University Policy Documents Development Procedure"

[UAPPOL Document Information Update Procedure](#) - existing; for rescissioing

[UAPPOL Document Load Procedure](#) - existing; for rescissioing

[UAPPOL Documents Rescission Procedure](#) - existing; for rescissioing

[UAPPOL Records Retention Requirements Procedure](#) - existing; for rescissioing

Approval Date: May 7, 2004
Most Recent Editorial Date: January 24, 2014
Most Recent Approval Date: 2024 DRAFT

Policy Development ~~Policy~~Framework

Office of Accountability:	President's Executive Committee - Operational (PEC-O)
Office of Administrative Responsibility:	Office of General Counsel, Policy Standards Office Office of the Vice President (Finance and Administration)
Approver:	Board of Governors and General Faculties Council (EXEC)
Scope:	Compliance with this University-wide policy extends to all members of the University community involved with University Policy development, approval and review. Compliance with this University-wide policy extends to all members of the University community.

Overview

University policies and procedures are clear, concise directives that define and promote appropriate behaviors and practices on behalf of the University. University policies and procedures reflect the values and internal governance structures of the University, and as such they must be developed, approved, reviewed, updated and made accessible according to a standardized approach or methodology.

This Policy provides direction to policy developers to create, implement and maintain clear, concise and differentiated policy documents that are easily accessible and understood; enable operational efficiency; reduce institutional risk; and ensure compliance and alignment with applicable laws, rules, regulations, and the University's culture and values. ~~University policy and procedure apply to all members of the University community. Policies need to be clear and concise statements of expected behaviors, practices and standards. As policy reflects the values of the University it is important that new and existing policy be developed or revised using an effective and consistent approach. This supports the University's commitment to being an exemplary organization, one that seeks to adopt best practices in dealing with administrative matters.~~

Purpose

The Policy on Policy Development provides direction for effective and consistent practice in the development and administration of university **Policy Documents**. The purpose of this Policy is to explain the process of how Policy Documents are developed, approved, implemented, reviewed and communicated. In particular, this Policy describes:

- principles that apply to the development of Policy Documents;
- the kinds of Policy Documents that are in scope (e.g. policy, procedure, etc.);
- the roles and responsibilities of various offices and individuals;
- who may approve Policy Documents;
- an outline of the policy development process; and
- the responsibility for ongoing review, amendment and removal of Policy Documents.

~~To ensure University policy is well cited, serves and is appropriately compliant with the vision and mission of the University of Alberta.~~

POLICY

1. PRINCIPLES FOR POLICY DEVELOPMENT

- a. The following principles apply to the development of all Policy Documents. Policy Documents must:
- represent and be consistent with the University's strategic plans, direction and initiatives;
 - not overlap or contradict other Policy Documents;
 - be sufficiently researched and comply with applicable laws;
 - be clearly written, in plain language;
 - follow standard templates, style and structure;
 - integrate and consider the needs of, and the impacts on, its users and interest holders;
 - be approved and implemented at the appropriate level of authority; and
 - be retained in and made accessible through a single source electronic repository, institutionally referred to as **University of Alberta Policies & Procedures Online (UAPPOL)**.

2. POLICY DOCUMENTS

The university's Policy Documents types are as follows: **University Policy; Framework; Procedure; and Appendix.**

3. ROLES AND RESPONSIBILITIES IN POLICY DEVELOPMENT

The Policy Document development process requires:

- a. the involvement of the **Policy Standards Office, Policy Development Sponsor, Office of Accountability, Office of Responsibility, and Approver;** and
- b. consultation with **Interest-Holders.**

4. AUTHORITY TO APPROVE POLICY DOCUMENTS

Under the Alberta *Post-Secondary Learning Act* ("PSLA"), the Board of Governors and the General Faculties Council have authority to approve university policies and procedures and may delegate this approval authority to other offices.

5. POLICY DEVELOPMENT PROCESS

- a. Policy Documents will be developed, vetted, approved and published in accordance with a standard **Policy Development Plan.**
- b. Developing new Policy Documents or amending or removing existing Policy Documents will be a planned activity that includes:
- i. consulting with the Policy Standards Office;
 - ii. identifying the appropriate **Policy Development Lead, Office of Accountability, Office of Responsibility, Sponsors and Approvers;**

- iii. conducting issue-appropriate due diligence and consultation;
- iv. using standard Policy Document templates;
- v. obtaining approval pursuant to the powers imparted by the PSLA; and
- vi. arranging for the publication of Policy Documents in UAPPOL.

6. POLICY REVIEW, AMENDMENT AND REMOVAL

- a. The Offices of Accountability and Office of Administrative Responsibility are responsible for regularly reviewing Policy Documents for which they are responsible, to ensure that they continue to align with the University's strategic plans and initiatives and remain necessary, legally compliant and effective.

The Offices of Accountability and Office of Administrative Responsibility are also responsible for initiating amendments to, or removal of a Policy Document where warranted. In doing so, these offices will work closely with the Policy Standards Office, as described in the *University Policy Document Development Procedure*.

~~The University's Board of Governors and/or General Faculties Council and its most senior administrative and academic leaders (Vice Presidents, Deans and the Directors of central administrative units) will initiate the development of new policy and revisions to existing policy. This is not to preclude such initiatives by others, but would have them participate in the process through those named above.~~

~~Newly developed or revised policy will:~~

- ~~– not overlap or contradict other policy;~~
- ~~– be sufficiently researched and legislation compliant;~~
- ~~– integrate and consider the needs of its users and stakeholders; and~~
- ~~– as applicable, stipulate a specified approval protocol (i.e. GFC and/or the Board) for certain associated procedure.~~

~~Developing new or revising existing policy will be a planned activity allowing for appropriate due diligence and consisting of:~~

- ~~– identifying the appropriate policy development sponsor and policy development lead;~~
- ~~– conducting the issue appropriate due diligence;~~
- ~~– obtaining approval pursuant to the powers imparted by the Post-secondary Learning Act of Alberta; and~~
- ~~– publishing in a manner easily accessible and consistent across all University policy.~~

- ~~b. Normally the key stakeholders will support the development initiative in principle before this activity begins in earnest.~~

DEFINITIONS

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

Appendix	An appendix contains supplemental information to a University Policy or Procedure(s), such as complex or detailed reference information that may disrupt the flow of other sections. Appendices may also reference information that applies to a select portion of the population.
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Approver	Pursuant to the powers imparted by the <i>Post-Secondary Learning Act</i> of Alberta, the approver is the unit or body responsible for final approval of a University Policy or Procedure. The Approver ensures appropriate rigor and due diligence in the development or re-development of University policy and procedure, and appoints an Office of Accountability for each policy.
Board-level Policy	To be determined
Framework	<p>A framework is a Policy Document that serves as a support or guide for constructing other Policy Documents or related guidelines.</p> <p>A framework, as approved by the Office of Accountability, enables policy developers to develop Policy Documents in a managed way while providing flexibility to adapt to changing conditions, or be customized for organizational environment and culture.</p>
Interest-Holder	All units, offices or individuals that are impacted, operationally or otherwise, by a Policy Document.
Office of Accountability	The Office of Accountability is the senior administrative office or governance unit that is responsible for developing the University Policy, any future re-development of the policy, and ensuring the Policy Documents are in compliance with this Policy.
Office of Administrative Responsibility	Appointed by the Office of Accountability, the Office of Administrative Responsibility is responsible for executing a University Policy, for assisting with the development or redevelopment activities, and for assisting with the monitoring of policy or procedure compliance.
Policy Development Lead	<p>Acting as the Policy Development Sponsor's agent, the Policy Development Lead plays a planning, coordination and facilitation role. A key activity is working with the Policy Standards Office, the interest-holder and sponsor to create a policy development plan, then monitor and facilitate the execution of that plan.</p> <p>Acting as the sponsor's agent, the lead plays a planning, co-ordination and facilitation role. While stakeholders have ownership for the policy deliverable, the lead supports the sponsor and the stakeholders in achieving that outcome. A key activity is working with the stakeholders and sponsor to create a policy development plan, then monitoring and facilitating the execution of that plan.</p>
Policy Development Plan	A plan that includes defining the scope of the policy issue, affirming interest-holders and defining their role in development, completing the environmental scan, summarizing the changes if it is change to an existing policy, developing a vetting protocol, determining the approval protocol and timelines, and indicating how the proposed policy would be operationalized.
Policy Development Sponsor	<p>The Policy Development Sponsor is a member of the University's senior administration or a governance unit who is assigned by the Office of Administrative Responsibility to be responsible for a specific policy development/redevelopment activity. Accountabilities include managing a suitable development/redevelopment strategy and process; identifying and engaging interested or affected parties; mitigation of issues as required, the appropriate and effective utilization of any allocated resources, financial or otherwise, and the timely completion of activity.</p> <p>A member of the University's senior administration or a governance unit who assumes responsibility for a specific policy development/re-development activity. Accountabilities: a suitable development/re-development strategy and process, stakeholder involvement,</p>

	mitigation of issues as required, the appropriate and effective utilization of any allocated resources, financial or otherwise, and the timely completion of activity.
Policy Documents	Policy documents are created and approved as tools used by the University to promote certain behaviors in achieving a predefined set of goals. Policy documents consist of one or more of Policy, Framework, Procedure, and Appendix.
Policy Standards Office	The Policy Standards Office is the administrative unit at the University responsible for the policy development process, and the maintenance and publication of the Policy Documents produced thereof.
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University Policy	A University Policy is a high-level statement of guiding principles and standards articulating the University's values and communicating behavioral expectations to be followed by its intended audience. A University Policy provides direction and guidance to members of the University community on issues relevant to the University's mission, values, governance, and operations. A statement outlining an expectation of behavior pertaining to certain activities or matters set out in relevant legislation (i.e. Post-Secondary Learning Act of Alberta) and approved at the University's senior levels of governance: Board of Governors and/or General Faculties Council (GFC); committees of the Board and GFC having the delegated authority to approve certain policy; and the President, President's Executive Committee (PEG), or Vice Presidents.

RELATED LINKS

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

[UAPPOL Vision, Principles and Definitions](#) (UAPPOL) - existing, for rescission; components have been incorporated into the Policy Development Policy

PUBLISHED PROCEDURES OF THIS POLICY

[UAPPOL Document Development Procedure](#) - existing, for rescission; to be updated and renamed "University Policy Documents Development Procedure"

[UAPPOL Document Information Update Procedure](#) - existing; for rescission

[UAPPOL Document Load Procedure](#) - existing; for rescission

[UAPPOL Documents Rescission Procedure](#) - existing; for rescission

[UAPPOL Records Retention Requirements Procedure](#) - existing; for rescission

ITEM NO. 8
Decision **Discussion** **Information**

ITEM OBJECTIVE: TO discuss proposed revisions to the GFC Committee on the Learning Environment (the “CLE”) Terms of Reference (the “**Revised ToR**”) stemming from the work of the GFC Executive Governance and Procedural Oversight Committee (the “GPO”)

DATE	March 18, 2024
TO	General Faculties Council
RESPONSIBLE PORTFOLIO	General Faculties Council

EXECUTIVE SUMMARY:

CLE has delegated authority from GFC to review policies on student evaluation of teaching and assessment policies. The revised Terms of Reference (“**ToR**”) seek to more closely connect the committee’s authority to the *Post-secondary Learning Act* (the “**PSLA**”); provides clear definitions of authority over assessment; subsumes delegated authority over the supervision of students affairs currently held by the Student Conduct and Policy Committee; and makes requisite changes to committee composition in light of the foregoing.

Connecting with the PSLA

The Revised ToR makes clear connections between the powers, functions, and duties assigned to GFC in the PSLA and the corresponding responsibilities delegated by GFC to CLE.

GFC’s authority over academic affairs has been delegated to CLE for the committee to make recommendations to GFC with respect to amendments to the *Teaching, Learning and Evaluation Policy*.

The authority of the committee to make recommendations on university-wide strategies for the learning environment is now connected to GFC’s authority over academic and campus planning.

The committee’s relationship to University Libraries is articulated in relation to GFC’s authority to make rules and regulations for the management and operation of libraries.

Clearly connecting CLE’s responsibilities to the powers, duties and functions conferred to GFC’s under the PSLA serves to better highlight the importance of the committee’s work and clarifies the scope of its authority.

Authority over assessment

The current ToR lack defined terms to differentiate between evaluation of teaching, assessment of student learning, and authority over regulation of evaluation and assessment. To remedy this, a clear connection to the powers of faculty councils and GFC is established and defined terms



ITEM NO. 8

with references to University regulations are articulated in definitions. These changes clarify that determining regulations related to evaluation and examinations is foundational to the learning environment.

Addition of delegated authority over student affairs

The Student Conduct and Policy Committee (“**SCPC**”) currently holds delegated authority from GFC to set regulations for the University’s codes of student conduct and academic integrity. As the University shifts its approach to student discipline towards a focus on prevention and restorative justice, moving SCPC’s authority to CLE will ensure decision-making is holistic and takes into account a multifaceted learning environment.

Currently, SCPC reviews changes to the Code of Student Behavior (“**COSB**”), the Code of Applicant Behaviour (“**COAB**”), and the Practicum Intervention Policy. The recently approved Residence Community Standards Policy and Student Conduct Policy and the forthcoming Student Academic Integrity Policy reduce the need for a stand-alone GFC committee devoted to regular review of the COAB and COSB. Many meetings of SCPC have been cancelled in the past five years presenting challenges for engagement of members and orientation. Integrating the delegated authority into the CLE will ensure more engaged decision making aligned with regulation on assessment and in consideration of the learning environment.

Composition

In light of the additional authority on student affairs, the Vice-Provost and Dean of Students and a representative from Student Residences, appointed by the Students’ Union will be added as ex officio members. Five new resource members with expertise on student affairs and discipline will also be added.

3. Next Steps

Proposed next steps are as follows:

- March 11, 2024 - Consultation with Exec
- Email Consultation with SCPC and CLE
- March 18, 2024 - Consultation with GFC
- March 25, 2024 - Discussion at CLE
- April 8, 2024 - Recommendation by GFC Executive Committee
- April 25, 2024 - Discussion with SCPC
- April 29, 2024 - Approval of Revised ToR by GFC.

Supporting Materials:

- [Exec GPO Workplan and Notes](#)
- [Current CLE Terms of Reference](#)
- [Current SCPC Terms of Reference](#)

Attachments

1. GFC CLE ToR-Tracked Changes document



ITEM NO. 8

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](#)>

<p><u>Those who are actively participating:</u></p> <p>GPO - January 23, 2023, October 23, 2023, January 22, 2024, February 5, 2024</p> <p>CLE - March 30, 2022, February 8, 2023</p> <p>SCPC - January 24, 2022, February 7, 2022, email consultation planned, March 2024</p>
<p><u>Those who have been consulted:</u></p> <p>The Office of the Provost and Vice-President (Academic)</p> <p>The Office of the Vice-Provost and University Registrar</p> <p>The Office of the Dean of Students</p> <p>The Chair of SCPC</p> <p>The Chair of CLE</p> <p>Student Conduct Officer (Discipline Officer)</p> <p>Appeals and Compliance Officer</p>
<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> - Appeals Coordinator - Director of the University of Alberta Protective Services - Assistant Dean of Students (Residence) - Office of the Student Ombuds - Vice-Provost and Dean of Students
<p><u>Approval Route:</u></p> <p>GFC Executive Committee (for recommendation)</p> <p>GFC (for approval)</p>

Supplementary Notes / Context:



1. Purpose of the Committee

The purpose of the General Faculties Council (“**GFC**”) Committee on the Learning Environment and Student Conduct (the “**Committee**”) is to consider matters related to the Learning Environment and student affairs and make decisions regarding the Discipline of students.

2. Delegated Authority from GFC

In furtherance of the purpose of the Committee, and as permitted by the PSLA, GFC has delegated to the Committee the following powers, duties and functions:

2.1. Academic Affairs - PSLA s. 26(1)

GFC is responsible for the academic affairs of the University and, pursuant to subsection 26(1)(o) of the PSLA, can make recommendations to the Board with respect to the Learning Environment. GFC has delegated to the Committee the authority to:

- (a) consider and, if deemed appropriate, advise GFC as to recommendations to be made by GFC to the Board concerning the Teaching, Learning and Evaluation Policy; and
- (b) approve revisions to and creation of procedures and appendices associated with the Teaching, Learning and Evaluation Policy.

2.2. Academic and Campus Planning - PSLA s. 19 and 26(1)(o)

GFC has the authority to make recommendations to the Board with respect to academic planning and campus planning. GFC has delegated to the Committee the authority to consider and, as appropriate, advise GFC as to recommendations to be made by GFC to the Board on:

- (a) the Learning Environment;
- (b) University-wide strategies for learning and teaching; and
- (c) the furnishing and equipping of existing and newly erected buildings.

2.3. Libraries - PSLA s. 26(1)(k)

Pursuant to subsection 26(1)(k) of the PSLA, GFC has the authority to make rules and regulations for the management and operation of libraries. GFC has delegated to the Committee the power and duty to:

- (a) consider and make recommendations to GFC as to regulations for the management and operations of libraries;
- (b) receive annual reports concerning:
 - (i) University museums and collections; and

- (ii) library services.

2.4. Evaluations and Examinations - PSLA s. 26(1)(e)

Pursuant to subsection 26(1)(e) of the PSLA, GFC has the authority to consider and make decisions on the reports of faculty councils as to the appointment of examiners and the conduct and results of examinations in the Faculties. GFC has delegated to the Committee the authority to:

- (a) consider and advise GFC as to recommended changes to:
 - (i) Evaluation Procedures and Examinations Regulations set out in the University Calendar or elsewhere; and/or
 - (ii) the Assessment and Grading Policy;
- (b) receive, discuss, and provide feedback on reports related to evaluations and examinations; and
- (c) monitor the development of Faculty-level policies and regulations for final examinations, assessment, and grading, and make recommendations

2.5. Supervision of Student Affairs - PSLA s. 31(1)

Pursuant to subsection 31(1) of the PSLA, GFC has general supervision of student affairs at a University and in particular, but without restricting the generality of the foregoing, GFC may, subject to a right of appeal to the Board, discipline students attending the University. GFC has delegated to the Committee the authority to consider and advise GFC as to recommended changes to policies and procedures for:

- (a) applicant conduct and academic integrity;
- (b) student conduct and student academic integrity; and
- (c) practicum intervention.

In addition, GFC has delegated to the Committee the responsibility to:

- (d) receive, discuss, and provide feedback on reports concerning:
 - (i) student engagement, student educational experience, and support for teaching;
 - (ii) residence discipline statistics;
 - (iii) activities of the Student Ombuds Office;
 - (iv) student conduct and student academic integrity;

- (v) statistical summaries on cases of Discipline dealt with by;
 - (1) Faculties,
 - (2) the Student Conduct Officer,
 - (3) the Vice-Provost and University Registrar,
 - (4) the UAB,
 - (5) the SMAP;
 - (6) the AAC, and
 - (7) the PRB,

and forward such reports to GFC for information.

3. Limitations on Delegated Authority

- 3.1. Recommendations made pursuant to these Terms of Reference are subject, where applicable, to the Collective Agreement. In the event there is a conflict or inconsistency between one or more recommendations made pursuant to these Terms of Reference and the Collective Agreement, the terms of the Collective Agreement will prevail.
- 3.2. All proposed amendments to the following are forwarded to GFC for recommendation to the Board for approval:
 - (a) Section 30.6 of the COSB;
 - (b) Section 11.8.9 of the COAB; and
 - (c) Sections 87.5 through and including 87.10 of the PIP.

5. Reporting Obligation(s)

A written report will be put before GFC by the Committee at each regularly scheduled meeting of GFC, which shall summarise the activities and decisions of the Committee since the last meeting of GFC.

6. Composition of the Committee

Voting Members (21)

Chair



- Provost and Vice-President (Academic), Chair

Ex-officio (8)

- Vice-Provost and Chief Librarian
- Vice-Provost and University Registrar
- Vice-Provost and Dean of Students
- Vice-Provost (Indigenous Programs and Research)
- Vice-Provost and Dean, Faculty of Graduate & Postdoctoral Studies
- President, Students' Union
- President, Graduate Students' Association
- A representative from Student Residences, appointed by the Students' Union

Appointed

- 1 academic staff (A.0) from at-large who holds a major teaching award (internal or external award, e.g. Rutherford, Vargo Chair, 3M, etc.), appointed by the Chair in consultation with the Chair of Nominating Committee

Elected by GFC (12)

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

Non-Voting Members

- University Secretary
- GFC Secretary

Resource Members

- Vice-Provost and Associate Vice-President and Chief Information Officer (Information Services and Technology)
- Executive Director, Centre for Teaching and Learning
- Student Conduct Officer (Discipline Officer)
- Appeals and Compliance Coordinator as defined in policy
- Director of University of Alberta Protective Services
- Director, Residence Occupancy, Life, Education, and Services
- Representative from the Office of the Student Ombuds

7. Definitions and Interpretation



- 7.1 In these Terms of Reference, and in addition to terms otherwise defined in these Terms of Reference, the following terms have the following meanings:
- (a) **"AAC"** means the Academic Appeals Committee, as established by GFC;
 - (b) **"Academic Staff"** has the meaning set out in the [Recruitment Policy \(Appendix A\) Definition and Categories of Academic Staff, Administrators and Colleagues](#) as filed and located in UAPPOL;
 - (c) **"Assessment and Grading Policy"** means the *Assessment and Grading Policy* as filed and located in UAPPOL;
 - (d) **"Board"** means the board of governors of the University;
 - (e) **"COAB"** means the *Code of Applicant Behaviour* as filed and published in the University Calendar;
 - (f) **"COSB"** means the *Code of Student Behaviour* as filed and published in the University Calendar;
 - (g) **"Collective Agreement"** means the then-current collective agreement between the University and the Association of the Academic Staff of the University of Alberta;
 - (h) **"Discipline"** means:
 - (i) to fine a student of the University;
 - (ii) to suspend the right of a student to attend the University or to participate in student activities, or both; and/or
 - (iii) to expel a student from the University;
 - (i) **"Evaluation Procedures"** means the regulations for evaluation and grading system weighting of term work, final examinations, course requirements, evaluations of students, requirements for course outlines, graduate examinations, as set out in the *University Calendar* and approved by GFC;
 - (j) **"Examinations regulations"** means the procedures for the conduct of exams, term examinations, final examinations, notification of results, reexaminations, and deferred final exams as set out in the *University Calendar* and approved by GFC.
 - (k) **"Faculty"** means a division of the University governed by a faculty council that is entitled, among other things, to determine the programs of study for which the faculty is established;
 - (l) **"Learning Environment"** means physical and digital learning spaces, formal and informal, that impact instructor and student educational experiences including, but not limited to:



- (i) suitability of physical learning spaces and digital environments and use of learning technologies;
- (ii) teaching, pedagogy, and delivery initiatives;
- (iii) availability of teaching assistants, accessibility accommodations and other supports; and
- (iv) scheduling of course meeting times and/or online module availability;
- (m) **"PIP"** means the University's *Practicum Intervention Policy*;
- (n) **"PRB"** means the Practice Review Board, as prescribed within the PIP;
- (o) **"PSLA"** means the *Post-secondary Learning Act* S.A. 2003, c. P-19.5, as may be amended from time to time;
- (p) **"SCP"** means the *Student Conduct Policy*;
- (q) **"SMAP"** means the Student Misconduct Appeal Panel as prescribed within the Student Conduct Policy;
- (r) **"Student Conduct Officer"** formerly known as the "Discipline Officer" means the role defined in the Student Conduct Policy and previously defined in the COSB for making decisions on student conduct appropriate sanctions;
- (s) **"Support Non-Academic staff"** are as defined in the [Recruitment Policy \(Appendix B\) Definition and Categories of Support Staff](#) as filed and located in UAPPOL;
- (t) **"Teaching and Learning Technologies"** means, collectively, communication, information and technological tools used to enhance learning, teaching and assessment at the University;
- (u) **"Teaching, Learning and Evaluation Policy"** means the GFC approved principles that will apply to teaching and learning and to the evaluation of teaching and learning at the University;
- (v) **"UAB"** means the University Appeal Board as prescribed within the COSB;
- (w) **"University"** means the University of Alberta, a comprehensive academic and research university defined under the PSLA and legally referred to as "The Governors of the University of Alberta"; and

7.2 For the better understanding and interpretation of these Terms of Reference:

- (a) As used in these Terms of Reference the term **"student"** has the meaning given to such term in the PSLA.



- (b) The term “**regulation**” includes rules, procedures, policies, standards, frameworks and other regulatory content approved by GFC and articulated in the University Calendar or UAPPOL policies.
- (c) Words importing the singular number include the plural and *vice versa*.
- (d) All references in these Terms of Reference to any legislation, rule, regulation or code shall be read inclusive of amendments, reenactments, consolidations or replacements to the same as may be made from time to time, and reference herein to a particular provision of any legislation, rule, regulation or code shall be read as referring to such amended, reenacted, consolidated or replaced provision.
- (e) Section 3.2 of these Terms of Reference is subject to the Board having delegated its power, duty and function to administer and adjudicate appeals of student discipline decisions. As of the date of approval of these Terms of Reference, the Board has delegated said power, duty and function to GFC in accordance with section 62 of the PSLA.
- (f) The authority conferred upon GFC by virtue of subsection 26(1) of the PSLA is, in all respects, subject to the authority of the Board, and, where the context requires, these Terms of Reference shall be read with awareness and recognition of the foregoing.

8. Supplemental Information

[Teaching, Learning and Evaluation Policy](#)
[Student Input to the Evaluation of Teaching and Learning Procedure](#)
[Assessment and Grading Policy and Procedures](#)
[Academic Regulations](#) – University of Alberta Calendar
[Examination Regulations](#)
[Course Requirements, Evaluation Procedures and Grading](#)
[Centre for Teaching and Learning](#)
[Office of the Student Ombuds](#)
[Student Conduct Policy](#)
[Code of Student Behaviour](#)
[Code of Applicant Behaviour](#)
[Practicum Intervention Policy](#)
[Residence Community Standards Policy](#)



Decision **Discussion** **Information**

ITEM OBJECTIVE: TO discuss proposed revisions to the GFC Programs Committee (the “PC”) Terms of Reference (the “**Revised ToR**”) stemming from the work of the GFC Executive Governance and Procedural Oversight Committee (the “**GPO**”)

DATE	March 18, 2024
TO	General Faculties Council
RESPONSIBLE PORTFOLIO	General Faculties Council (GFC)

EXECUTIVE SUMMARY:

The Revised ToR includes new definitions and interpretation to clarify authority and provide a framework for appropriate levels of scrutiny by GFC. PC’s role to recommend and approve regulations related to academic programs and online and continuing education programs is clarified. Proposed changes to sub-delegate authority are intended to streamline program approvals through deference to faculty council authority over programs of study and regulation for admissions, transfer and academic standing. Changes to the committee composition align with GFC principles of committee composition and look to strengthen the link to GFC.

Definitions and interpretation

The Revised ToR includes 24 new definitions that help to clarify the scope of the committee’s authority. Definitions clarify terms like “academic program” and “online and continuing education” and relate them to functions, duties and powers set out in the Post-secondary Learning Act (“**PSLA**”). A revised framework for interpretation allows for proposals to be qualified as “minor”, “major” and “substantial” with major proposals stopping at PC and substantial proposals continuing on to GFC.

Additional delegated authority

The current terms of reference are silent on the role of PC to recommend and approve on regulatory frameworks that guide program development such as the Embedded Certificate Framework or the Non-Credit Programming Framework. The proposed revisions clarify that PC has delegated authority to approve regulation on academic programs and online and continuing education.

Sub Delegation of authority

Currently, PC reviews hundreds of reports of decisions made by Faculty Councils using power articulated in the PSLA and approves course and minor program regulation changes. Approval of a new sub-delegation to the Provost would mean that only proposals qualified as “major”, meaning those that could be reasonably expected to lead to significant administrative and/or academic impacts on the proposing Faculty or other Faculties or the University, would require PC

ITEM NO. 9

approval. This change demonstrates deference to Faculty Councils authority who are best placed to determine their courses and minor program regulation changes.

The PC has already sub-delegated authority to the Vice-Provost and Dean of the Faculty of Graduate and Postdoctoral Studies to approve graduate second-level specialisations. These are academic programs that fall under graduate first-level specialisations in each discipline, providing an additional level of focus. The proposed changes include an equivalent sub-delegation for undergraduate second-level specialisations. Revisions to language outlining limitations on delegated authority clarify that, notwithstanding an approved sub-delegation for approval by the Provost, GFC has retained authority to approve substantial proposals related to the creation, modification or suspension and/or termination of Academic Programs.

Together, these changes will increase efficiency of decision making by PC and by GFC.

Composition

The proposed removal of three appointed academic administrators from stand-alone faculties reflects the approved Principles of GFC Committee Composition which state that wherever possible, the majority of elected members of each standing committee should be drawn from the membership of GFC to provide tangible links between GFC and its standing committees. In addition, because the majority of appointees have been academic administrators, ex officio perspectives have outweighed those of elected GFC representatives.

3. Next Steps

Proposed next steps are as follows:

- March 18, 2024 - Consultation with GFC
- March 14, 2024 - Consultation with PC
- April 8, 2024 - Recommendation by GFC Executive Committee
- April 29, 2024 - Approval of Revised ToR by GFC.

Supporting Materials:

- [Exec GPO Workplan and Notes](#)
- [Approved PC Terms of Reference](#)

Attachments

1. GFC PC ToR-Tracked Changes document



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 - October 23, 2023, January 22, 2024, February 5, 2024

Those who have been consulted:

The Office of the Provost and Vice-President (Academic)
The Office of the Vice-Provost and Dean (FGPS)
The Office of the Vice-Provost and University Registrar
The Office of the Senate and Chancellor

Those who have been informed:

GFC PC
The Calendar Community

Approval Route:

GFC Executive Committee (for recommendation)
GFC (for approval)

Supplementary Notes / Context:

1. Purpose of the Committee

The General Faculties Council (“GFC”) Programs Committee (the “Committee”) approves:

- (a) the creation, modification, suspension and/or termination of Academic Programs and Online and Continuing Education Programs; and
- (b) modifications to admissions, Transfer Credit, and Academic Standing regulations.

The Committee also provides oversight on regulatory matters related to its purpose.

2. Delegated Authority from GFC

In furtherance of the purpose of the Committee, and as permitted by the PSLA, GFC has delegated to the Committee the following powers, duties and functions:

2.1. Creation, Modification and Suspension and/or Termination of Academic Programs and Online and Continuing Education Programs - PSLA ss. 26(1)(a) and (b) and (c)

Pursuant to subsection 29(1)(a) of the PSLA, a faculty council may determine the programs of study for which the Faculty is established, subject to any conditions or restrictions that are imposed by GFC. In addition, pursuant to subsection 26(1)(b) of the PSLA, GFC has the authority to consider and make decisions on the reports of the faculty councils as to the programs of study in the Faculties. Subsection 26(1)(c) of the PSLA provides that GFC has the authority to determine all programs of study to which subsection 26(1)(b) of the PSLA does not apply and that are to be offered by the University for credit toward the requirements for any Credential. Subject to subparagraph 3.1 and paragraph 4, GFC has delegated to the Committee the authority to approve the creation, modification, suspension and/or termination of:

- (a) Academic Programs; and
- (b) Online and Continuing Education Programs.

GFC has also delegated to the Committee the duty to receive and discuss Quality Assurance Reports on an annual basis and receive, discuss and provide feedback on processes for the quality assurance of Academic Programs.

2.2. Regulation - PSLA ss. 26(1)

Further to GFC’s responsibility for the academic affairs of the University, GFC has delegated to the Committee the authority to approve regulations as set out in the University Calendar, or elsewhere, regarding:

- (a) Academic Programs; and
- (b) Online and Continuing Education Programs.



2.3. Regulations for Admission and Transfer - PSLA ss. 26(1)(a), (n) and 29(1)(c)

Subsection 26(1)(n) of the PSLA provides that GFC has the authority to determine regulations respecting the admission of persons to the University as students. Pursuant to subsection 29(1)(c) of the PSLA, a faculty council may provide for the admission of students to that Faculty. Subject to sub-paragraph 3.3, GFC has delegated to the Committee the authority to:

- (a) make modifications to admission and Transfer Credit regulations;
- (b) determine Transfer Credit equivalency for Courses and Block Transfers; and
- (c) approve Physical Testing and Immunization of Students.

GFC has also delegated to the Committee the duty to receive and discuss the Report of the Senate Lay Observers concerning their observations of Undergraduate Quota Program admission processes.

2.4. Academic Standing Regulations - PSLA ss. 26(1)(a) and (e) and 29(1)(b) and (d)

Subsection 29(1)(b) of the PSLA accords to a faculty council the power to appoint the examiners for examinations in that Faculty, conduct the examinations and determine the results of them. Subsection 29(1)(d) of the PSLA accords to a faculty council the power to determine the conditions under which a student must withdraw from or may continue in an Academic Program in that Faculty. Further, pursuant to subsection 26(1)(e) of the PSLA, GFC may consider and make decisions on the reports of faculty councils as to the appointment of examiners and the conduct and results of examinations. GFC has delegated to the Committee the authority to approve:

- (a) modifications to Academic Standing regulations as set out in the University Calendar, or elsewhere; and
- (b) modifications to International Baccalaureate and Advanced Placement regulations in the University Calendar.

Collectively, the powers, duties and functions set out in paragraphs 2.1 through and including 2.4 is the “**Delegated Authority**”.

3. Limitations on Delegated Authority

Notwithstanding the foregoing, the following powers, duties and functions are expressly reserved by GFC and have not been delegated to the Committee as part of the Delegated Authority:

3.1. Creation, Modification, and Suspension and/or Termination of Academic Programs

- (a) Substantial proposals relating to the creation, modification, or suspension and/or termination of Academic Programs; and



- (b) the receipt and discussion of Quality Assurance Reports that merit consideration with regards to the academic mission of the University.

3.2. Regulation

- (a) The establishment of Major regulations regarding Academic Programs and Online and Continuing Education Programs; and
- (b) Major modifications to existing regulations regarding Academic Programs and Online and Continuing Education Programs.

3.3. Admissions, Transfer and Academic Standing Regulations

- (a) Proposals for Substantial modifications to admissions, Transfer Credit, and Academic Standing regulations; and
- (b) the determination of regulations for the admission of Indigenous students to the University, including the documentation of Indigenous identity.

3.4. Collective Agreement

In the event there is a conflict or inconsistency between one or more recommendations or decisions made pursuant to these Terms of Reference and the Collective Agreement, the terms of the Collective Agreement will prevail.

4. Sub-delegation of Authority

4.1 Pursuant to subsection 26(3) of the PSLA, GFC may prescribe conditions governing the exercise or performance of any delegated power, duty or function, including the power of subdelegation. GFC hereby authorizes the Committee to sub-delegate to the Provost and Vice-President (Academic) of the University the approval of:

- (a) the creation, suspension and/or termination of:
 - (i) Graduate Second-Level Specializations; and
 - (ii) Undergraduate Second-Level Specializations;
- (b) the modification, suspension and/or termination of Online and Continuing Education Programs;
- (c) proposals for Minor modifications to:
 - (i) Academic Programs; and
 - (ii) admission and Academic Standing regulations,



with the condition that the Provost and Vice-President (Academic) shall document any such approvals and/or modifications and report to the Committee with respect to the same at the earliest opportunity for the inclusion of such report in the Committee's publicly available meeting materials and approved minutes.

4.2 Any member of the Committee or the University Community may identify to the Committee an issue with any approval made pursuant to sub-paragraph 4.1 that, in the opinion of such individual, acting reasonably, warrants review and discussion by the Committee. In such circumstances, the Committee shall engage in a review and discussion of the identified issue at its next scheduled meeting. Following such review and discussion, and if deemed necessary, the Committee is authorized, in its sole discretion, to approve a course of action for rectifying the identified issue.

4.3 In addition, and in accordance with the *Transfer Credit Procedure*, it is acknowledged and understood that the Transfer Credit equivalency for Courses and Block Transfers has been sub-delegated to individual Faculties.

5. Reporting Obligation

A written report will be put before GFC by the Committee at each regularly scheduled meeting of GFC, which shall summarise the activities and decisions of the Committee since the last meeting of GFC.

6. Composition of the Committee

Voting Members (15)

Ex-officio (6)

- Provost and Vice-President (Academic), Chair
- Vice-Provost and University Registrar
- Vice-Provost and Dean, Faculty of Graduate & Postdoctoral Studies
- Vice-President (Academic), Graduate Students' Association
- Vice-President (Academic), Students' Union
- Associate Vice-President (Online and Continuing Education)
- Vice-Provost (Indigenous Programs and Research)

Elected by the GFC (9)

- 5 Academic Staff from Category A elected by GFC, at least three of whom are elected Academic Staff members of GFC, at least one of whom will have graduate program administration experience. One member, ideally a member of GFC, will be elected by the committee to serve as Vice-Chair
- 2 Academic and/or Non-Academic Staff members from at-large (Category A and/or S1.0, S2.0)
- 1 graduate student, preferably from GFC
- 1 undergraduate student from at-large

Non-Voting Members



- GFC Secretary
- University Secretary
- Associate Dean of Students
- Director Student Ombuds

7. Definitions and Interpretation

7.1. In these Terms of Reference, and in addition to terms otherwise defined in these Terms of Reference, the following terms have the following meanings:

- (a) **“Academic Program”** means a group of credit Courses that, on completion, leads to the granting of a degree, diploma or certificate, along with their associated Course Designators;
- (b) **“Academic Staff”** has the meaning set out in the [Recruitment Policy \(Appendix A\) Definition and Categories of Academic Staff, Administrators and Colleagues](#) as filed and located in UAPPOL;
- (c) **“Block Transfer”** refers to a block of Courses completed as part of a Credential (e.g. diploma or certificate) that transfers into an Academic Program;
- (d) **“Board”** means the board of governors of the University;
- (e) **“Collective Agreement”** means the then-current collective agreement between the University and the Association of the Academic Staff of the University of Alberta;
- (f) **“Online and Continuing Education Programs”** means programs that fit the criteria set out in the Non-Credit Programming Framework;
- (g) **“Course”** means a unit of study usually undertaken to complete the requirements of an Academic Program;
- (h) **“Course Designator”** means the abbreviation designating a group of Courses or subject names;
- (i) **“Credential”** refers to the types of Credentials defined in the [Alberta Credential Framework](#) including but not limited to certificates, diplomas, bachelor’s and master’s degrees;
- (j) **“Embedded Certificates”** are interdisciplinary University Credentials that are completed concurrently with an undergraduate or graduate Academic Program prior to graduation;
- (k) **“Faculty”** means a division of the University governed by a faculty council that is entitled, among other things, to determine the programs of study for which the faculty is established;
- (l) **“Graduate Second-Level Specializations”** means Academic Programs that fall under graduate first-level specializations in each discipline, providing an additional level of focus;



- (m) **“Ministry”** means the Government of Alberta’s ministry responsible for the post-secondary education system in the Province of Alberta;
- (n) **“Non-Credit Programming Framework”** means the approved framework defining non-credit credentials including micro-credentials, events, Courses, certificates and diplomas that make up the University’s Online and Continuing Education Programs;
- (o) **“Physical Testing and Immunization of Students”** means, collectively, regulations for testing and/or immunization of students as a precondition to Admission to, or a condition to continuation in, individual programs within Faculties;
- (p) **“PSLA”** means the *Post-secondary Learning Act* S.A. 2003, c. P-19.5, as may be amended from time to time;
- (q) **“Quality Assurance Reports”** means reports issued following cyclical reviews of Academic Programs administered in accordance with the guidelines set by the Campus Alberta Quality Council and by the Office of the Provost and Vice-President (Academic);
- (r) **“Report of the Senate Lay Observers”** means a summary of the activity, observations, and feedback of the Senate Lay Admissions Observers who are assigned to Undergraduate Quota Programs in the University in order to observe the admissions process to such programs;
- (s) **“Senate Lay Observers”** means the senators assigned by the Office of the Senate to observe the admissions process in Undergraduate Quota Programs or to other program admissions committees at their request;
- (t) **“Transfer Credit”** means certain credits accepted by the University in respect of previous learning represented in Course units or credits applied and articulated (denoted) on a student's academic transcript;
- (u) **“Undergraduate Quota Programs”** means any undergraduate program that has a limited number of admissions and requires a selection process to fill them
- (v) **“Undergraduate Second-Level Specializations”** means academic programs that fall under undergraduate first-level specializations, usually within majors, including minors, areas of focus, Embedded Certificates, minors and specializations;
- (w) **“University”** means the University of Alberta, a comprehensive academic and research university continued under the PSLA and legally referred to as “The Governors of the University of Alberta”;
- (x) **“University Calendar”** means the document that sets out the most current information on students rights and responsibilities and information on the degrees, programs, and Courses offered in the University, as well as rules and regulations; and
- (y) **“University Community”** means all academic staff, administrators, colleagues, and support staff as outlined and defined in [Recruitment Policy](#) ([Appendix A](#) and [Appendix B](#);



Definitions and Categories); and Emeriti, undergraduate students, graduate students, and postdoctoral fellows.

7.2 For the better understanding and interpretation of these Terms of Reference:

(a) As used in these Terms of Reference:

- (i) the term “**Academic Standing**” encompasses continuation and/or promotion in an Academic Program, graduation, and the requirement for a student to withdraw from the University;
- (ii) the term “**regulation**” includes rules, procedures, policies, standards, frameworks and other regulatory content approved by GFC; and
- (iii) the term “**student**” has the meaning given to such term in the PSLA.

(b) Proposals for the creation, modification, suspension or termination of an Academic Program, or for the creation or modification of admission or Academic Standing regulations, are characterized as **Substantial**, **Major** or **Minor** in nature:

(i) a “**Substantial**” proposal:

- 1. contemplates a significant financial investment in one or more Facilities and/or technology; or
- 2. requires an assessment of reputational or academic risks to the University;

(ii) a “**Major**” proposal:

- 1. contemplates significant modifications to substantive content; and/or
- 2. requires the establishment of, or modifications to, regulatory content, reasonably expected to lead to significant administrative and/or academic impacts on the proposing Faculty or other Faculties or the University;

(iii) a “**Minor**” proposal:

- 1. contemplates minimal modifications to substantive content; and/or
- 2. requires the establishment of, or modifications to, regulatory content, not reasonably expected to lead to significant administrative and/or academic impacts on the proposing Faculty or other Faculties or the University. If there is any dispute or question as to which of the above categories a proposal falls under, the Provost and Vice-President (Academic) (or delegate) will decide.



- (c) For clarity, the “suspension” of an Academic Program refers to the temporary closure of an Academic Program to new admissions, while the University continues to deliver such Academic Program to current students and to issue parchments to graduates of such Academic Program.
- (d) Academic Programs include Ministry approved Credentials.
- (e) Words importing the singular number include the plural and *vice versa*.
- (f) Pursuant to subsection 26(1)(a) of the PSLA, GFC has the authority to exercise any power of a faculty council that GFC considers desirable to exercise. In these Terms of Reference where it is noted that GFC is delegating to the Committee a power that is, *prima facie*, a power given to a faculty council under the PSLA, it should be understood that GFC has elected to exercise such power, and to delegate the exercise of such power to the Committee.
- (g) The authority conferred upon GFC by virtue of subsection 26(1) of the PSLA is, in all respects, subject to the authority of the Board, and, where the context requires, these Terms of Reference shall be read with awareness and recognition of the foregoing.

8. Supplemental Information

[Alberta Credential Framework](#)
[Admissions Policy](#)
[Academic Standing Policy](#)
[Academic Standing Regulations Procedure](#)
[Non-Credit Programming Framework](#)
[Transfer Credit Articulation Procedure](#)
[Undergraduate Admissions Procedure](#)



General Faculties Council Standing Committee Report

GFC Executive Committee

- Since last reporting to GFC, the GFC Executive Committee met on March 11, 2024.

- Items Approved With Delegated Authority
 - Changes to the Faculty of Education Faculty Council
 - Draft Agenda for the Next Meeting of General Faculties Council

- Items Discussed
 - Policy Development Policy
 - Proposed revisions to GFC Programs Committee Terms of Reference
 - Proposed revisions to GFC Committee of Learning Environment Terms of Reference

Terms of reference and records of meetings for this committee can be found at:

https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC_EXEC

Submitted by:

W Flanagan, Chair

GFC Executive Committee

General Faculties Council Standing Committee Report**GFC Academic Planning Committee**

1. Since last reporting to GFC, the GFC Academic Planning Committee met on March 6, 2024.
2. Items Recommended to Board of Governors
 - Athletics and Recreation Mandatory Non-Instructional Fee (MNIF) New Fee Allocation Structure
 - Tuition Proposal
 - University of Alberta 2024-2025 Consolidated Budget
3. Items Discussed
 - 2025/25 - 2026.27 Capital Plan Naming of Academic Entities

Terms of reference and records of meetings for this committee can be found at:

https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC_APC

Submitted by:
Verna Yiu, Chair
GFC Academic Planning Committee



ITEM NO. 13A

Decision **Discussion** **Information**

ITEM OBJECTIVE: The Office of Safe Disclosure and Human Rights (OSDHR) reports annually to General Faculties Council Executive and the Board Audit and Risk Committee on activity and areas of focus. This reporting is a requirement under the University’s Discrimination and Harassment Prevention Procedure.

DATE	March 18, 2024
TO	General Faculties Council
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic)

EXECUTIVE SUMMARY:

Background

OSDHR provides a safe, neutral and confidential space to hear about disclosures of discrimination, harassment (including bullying), accommodations, safety violations, research misconduct, ethical concerns, financial mismanagement, or any other possible misconduct or wrongdoing.

The role of OSDHR is to understand the nature of the concerns and to provide appropriate advice and referrals. It is up to the individual disclosing to decide how they wish to proceed or whether they wish to initiate any formal processes. OSDHR is unique in that it provides services to **all** members of the university community (students, faculty, staff, postdoctoral fellows, visitors, volunteers, etc.).

OSDHR also works to promote and steward human rights, equity, diversity, and inclusion at the University of Alberta, through workshops and presentations to ensure that human rights and the associated principles are integrated into daily university life.

Disclosures to OSDHR increased by 10% from July 1, 2022, to June 30, 2023, and the office also experienced a 40% increase in demand for educational training opportunities. This increase in demand was due to many factors, including:

- increased visibility of the OSDHR
- student orientation sessions and collaborative educational opportunities within departments/faculties
- increasing institutional awareness in EDI initiatives

The attached executive summary highlights other successes and challenges of the OSDHR over the last year.

This report spans the period of July 1, 2022 to June 30, 2023.

Risk Discussion / Mitigation of the Risk

The university has a responsibility and a legal duty to maintain an environment free from discrimination and harassment, under the Occupational Health and Safety legislation and our own institutional policy. A confidential service where members of the community can report incidents



ITEM NO. 13A

of discrimination and harassment so that affected individuals can receive support and issues can be remedied is a critical tool for meeting those responsibilities.

Training opportunities provided through OSHDR (and other offices), including mandatory workplace violence training, provide a valuable opportunity to prevent incidents before they occur. Increasing demand for OSDHR services and the complexity of the needs are placing pressure on the capacity of OSDHR staff.

Supporting Materials:

1. 2022-2023 Office of Safe Disclosure and Human Rights Annual Report (19 pages)



UNIVERSITY
OF ALBERTA



Annual Report 2022-23
**Office of Safe Disclosure
and Human Rights
Office of Vice-Provost
(Equity, Diversity and Inclusion)**

Contact Information:
Website: www.uab.ca/osdhr
Email: osdhr@ualberta.ca
Phone: 780-492-7357

FEBRUARY 2024



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Executive Summary

The Office of Safe Disclosure and Human Rights (OSDHR) provides the university community with a safe, neutral and confidential space to hear about disclosures related to discrimination, harassment (including bullying), accommodations, health and safety, ethical concerns, financial mismanagement and other possible misconduct or wrongdoing.

OSDHR continued to experience a higher demand for its services in the reporting year of July 1, 2022–June 30, 2023.

OSDHR experienced a 10% increase in disclosures compared to last year and a 20% increase compared to two years prior.

YEAR	Number of Disclosures Received
2022–23	232
2021–22	208
2020–21	185

The increase in disclosures is likely due to a multitude of factors, such: participating in university-wide events, student orientation sessions and collaborative education opportunities within various faculties/departments. Overall, OSDHR's visibility across the institution has increased in the past year. While this is a positive development as more people are seeking advice and support, it increases the workload pressure.

In November 2022, the Office of the Provost appointed Dr. Carrie Smith as the new Vice-Provost of Equity, Diversity and Inclusion (VP, EDI) and OSDHR was integrated into the Office of the VP, EDI. Under Dr. Smith's leadership, OSDHR aligned its goals and mandate to the broader VP, EDI portfolio. The VP-EDI has also provided a means for OSDHR to escalate more systemic human rights and equity-related concerns.

OSDHR has seen a 40% increase in the number of education sessions it has provided to the university community during 2022–23 compared to the previous reporting periods (2020–22).

YEAR	Number of Education Sessions	Number of Participants
2022-23	23	898
2021-22	14	375
2020-21	14	349

Overall OSDHR has maintained a steady increase of engagement with the University community through disclosures, education and subject matter expertise/consultation.



The Role of OSDHR

OSDHR is unique in that it provides services to all members of the university community such as: students, faculty, staff, postdoctoral fellows, visitors, and volunteers.

The role of OSDHR is to provide disclosers with appropriate advice and referrals. It is always the decision of the person disclosing to decide how they wish to proceed or whether they wish to initiate any formal processes.

The office also works to promote and steward human rights, equity, diversity and inclusion at the university through the multiple education sessions and workshops.



Disclosures: 2022–2023

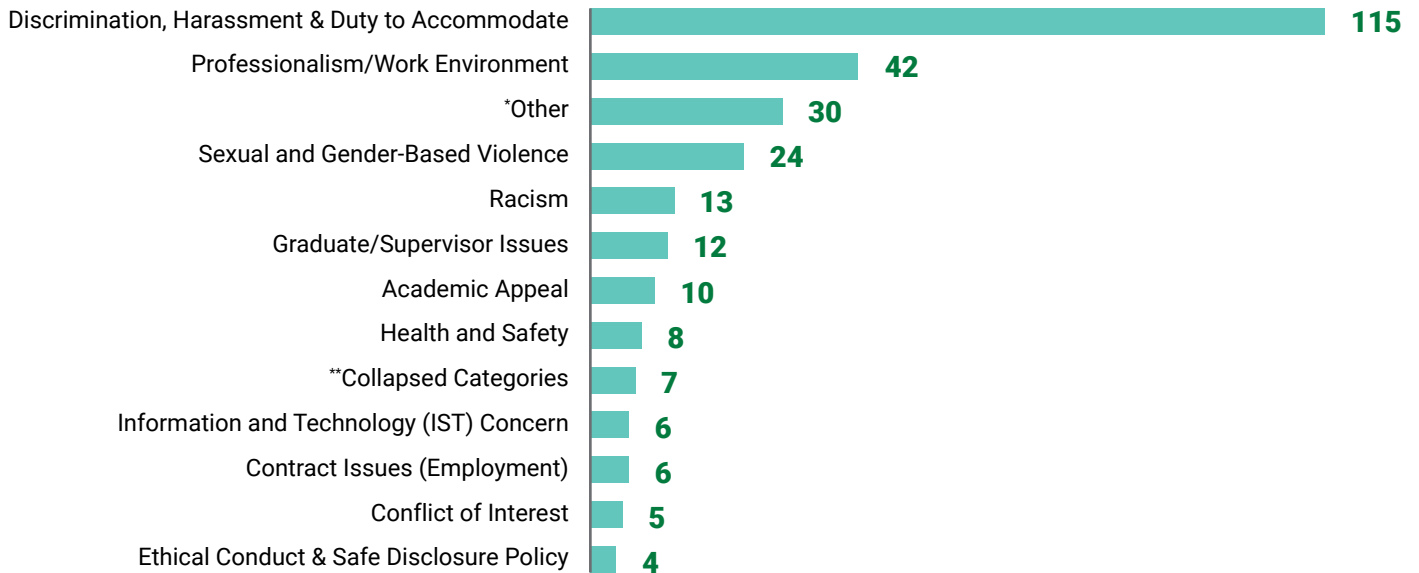
Overall Summary of Disclosures

Individuals may disclose multiple concerns during their disclosure; therefore, the type of disclosure may be captured in multiple categories listed in the charts below. The discloser is always the decision maker in terms of what information they would like to share with OSDHR. As such, OSDHR is only able to track the types of disclosures and specific details when the discloser has provided these.

In 2022–23, the office received 232 disclosures compared to 208 in the previous year. This represents a **10% increase** of disclosures.

Please note that in the charts below some categories have been collapsed to protect privacy.

Types of Disclosures: 2022-23



*Other reflects disclosures that did not fall within OSDHR’s standard categories such as off-campus events, social media, etc.

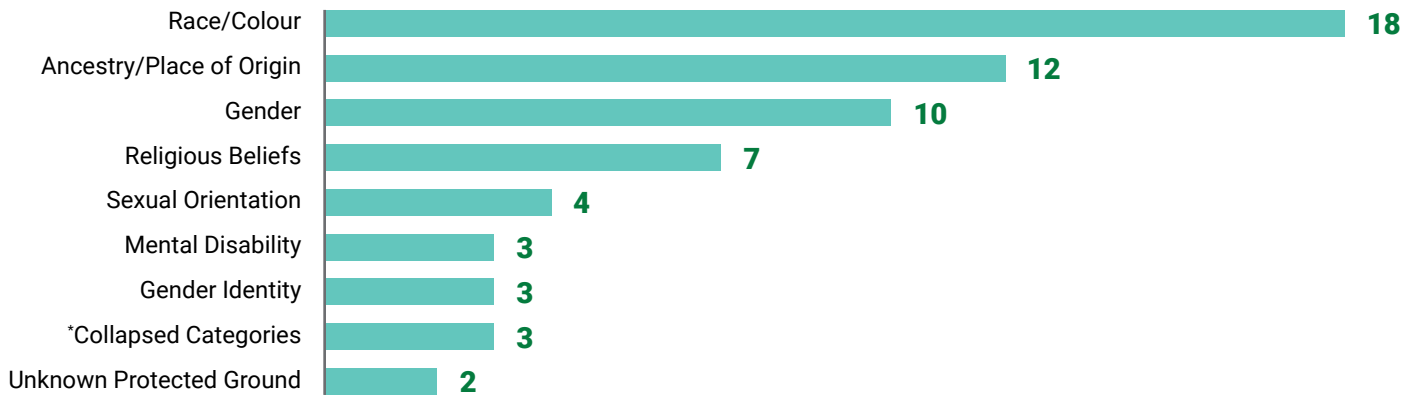
**Collapsed categories includes: professionalism, theft/fraud, information and privacy related, human research ethics, and intellectual property

Disclosures of Discrimination

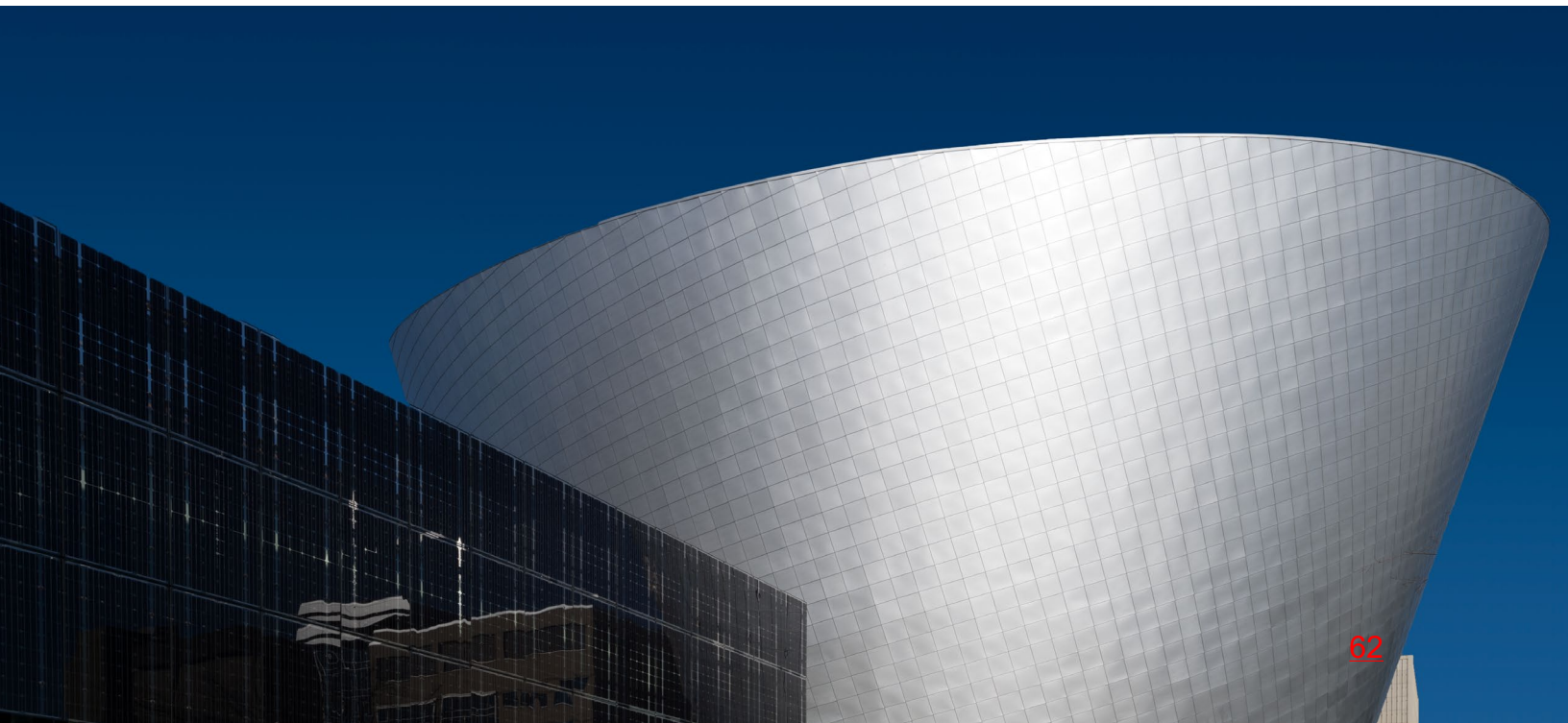
The fifteen protected grounds listed under the [Discrimination, Harassment and Duty to Accommodate \(DHDA\) policy](#) are as follows: race, colour, ancestry, place of origin, religious beliefs, gender, gender identity, gender expression, physical disability, mental disability, marital status, family status, source of income, sexual orientation, age, political beliefs, or any other groups as amended from time to time.

Discrimination based on the protected grounds of: race/colour, ancestry/place of origin, and gender were the top three areas of discrimination disclosed in 2022–23. This remains comparable to previous years (2020–22).

Discrimination based on Protected Grounds



*Collapsed Categories include: age, marital status, and pregnancy



Disclosures Regarding Accommodation

Compared to previous years, OSDHR received a higher number of disclosures in 2022–23 regarding accommodation concerns based on the protected grounds of mental disability and physical disability.

Please note that in some cases, disclosers did not share specific details regarding their accommodation concerns. These situations are reflected as “unknown protected grounds,” in the chart below.

Duty to Accommodate: Protected Grounds

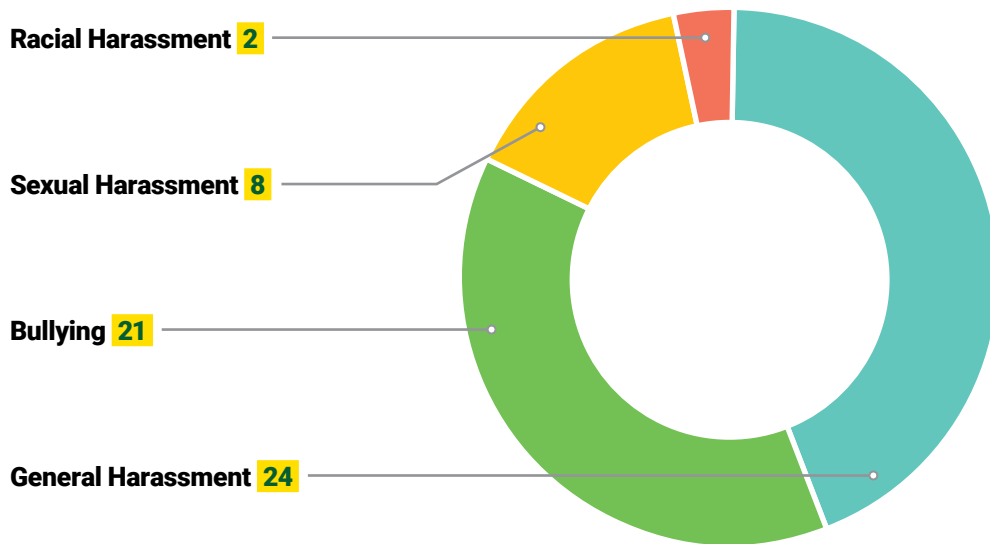


Disclosures of Harassment

Please refer to the [Discrimination, Harassment and Duty to Accommodate \(DHDA\) policy](#) for the definitions of harassment, bullying, sexual harassment, and racial harassment. OSDHR is only able to track the type of harassment when the discloser wishes to share details.

In the chart below, please note that sexual harassment is a form of gender discrimination. Racial harassment is also a form of discrimination based on the protected ground of race/colour. General harassment is harassment that is **not** linked to a protected ground.

Types of Harassment

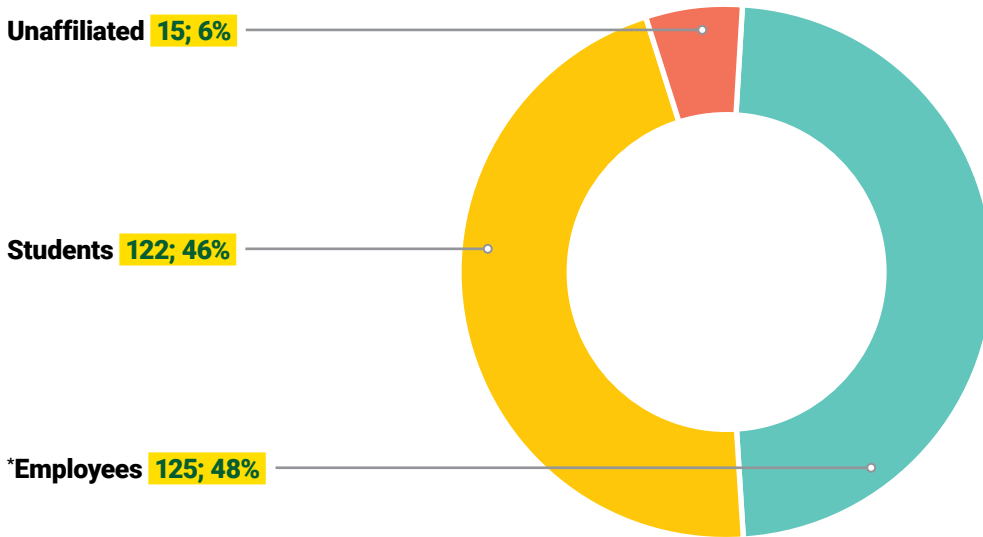


Discloser Demographics

The chart below provides a percentage breakdown of the three primary categories of disclosers: Employees, Students, and those Unaffiliated with the University of Alberta.

OSDHR can receive disclosures from more than one individual, for example, two students may choose to come to the office together to disclose a concern. In 2022–23 received a fairly equal number of disclosers who were students versus staff. This is comparable to OSDHR’s previous reporting periods.

Overview of Disclosers



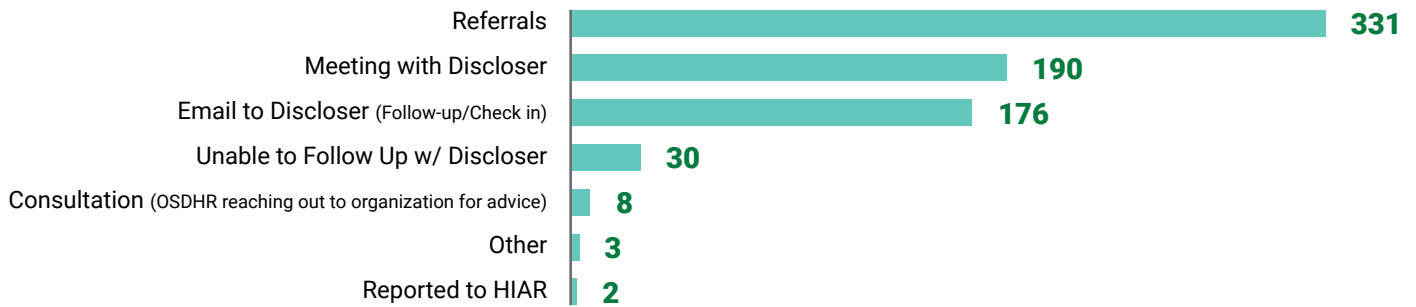
*Employees include all groups of employees (faculty, support staff, management, and excluded staff, etc.)

Overview: Disclosure Actions

OSDHR typically meets with a discloser via phone, in-person, or virtually to gain a comprehensive understanding of the concerns being brought forward. OSDHR then provides advice and referrals to the discloser for their next steps and action.

The chart below provides an overview of all the actions or steps that OSDHR has taken with a disclosure. Please note that emails to disclosers capture the amount of follow-ups, sharing resources (policies, procedures, etc.) and general checking in with disclosers.

Overview: Disclosure Actions



Referrals

Multiple referrals may be provided to a discloser in a meeting, however it depends on the nature of the concerns that the discloser shares. In 2022–23, OSDHR provided 331 referrals to disclosers. The highest number of referrals (39) was made to Human Resources, Health, Safety and Environment (HRHSE), followed by the Dean of Students Office (28). Given the recent focus on a [Culture of Care](#), there has been more disclosures and general interest in health and safety in the workplace, and more specifically on psychological safety.

Referrals



*Senior Leadership – includes Chairs, Associate Chairs, Assistant Deans, Vice-Deans

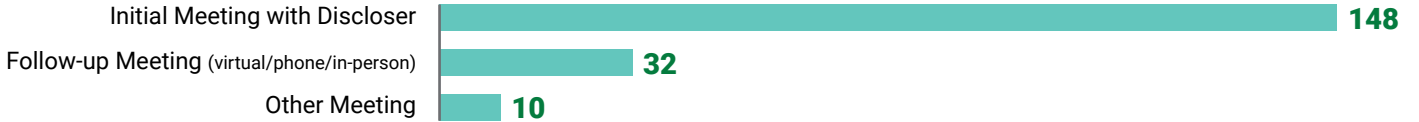
**Collapsed Categories – includes Accessibility Resources, External Agencies (CMHA Distress Line, SACE, etc.), Student Legal Services, PDFA, Information & Privacy Office, Research Ethics Office, International Services Centre

*** Other – OSDHR provides specific referrals depending on the nature of the concern, such as to Alberta Health Services or the Edmonton Community Legal Centre

Meetings

In 2022–23, OSDHR had a total of 190 meetings with disclosers. In addition to meetings, OSDHR sent 176 emails to disclosers in 2022–23 to provide information, resources, referrals and to also follow up with them regarding their concerns.

Meetings with Disclosers



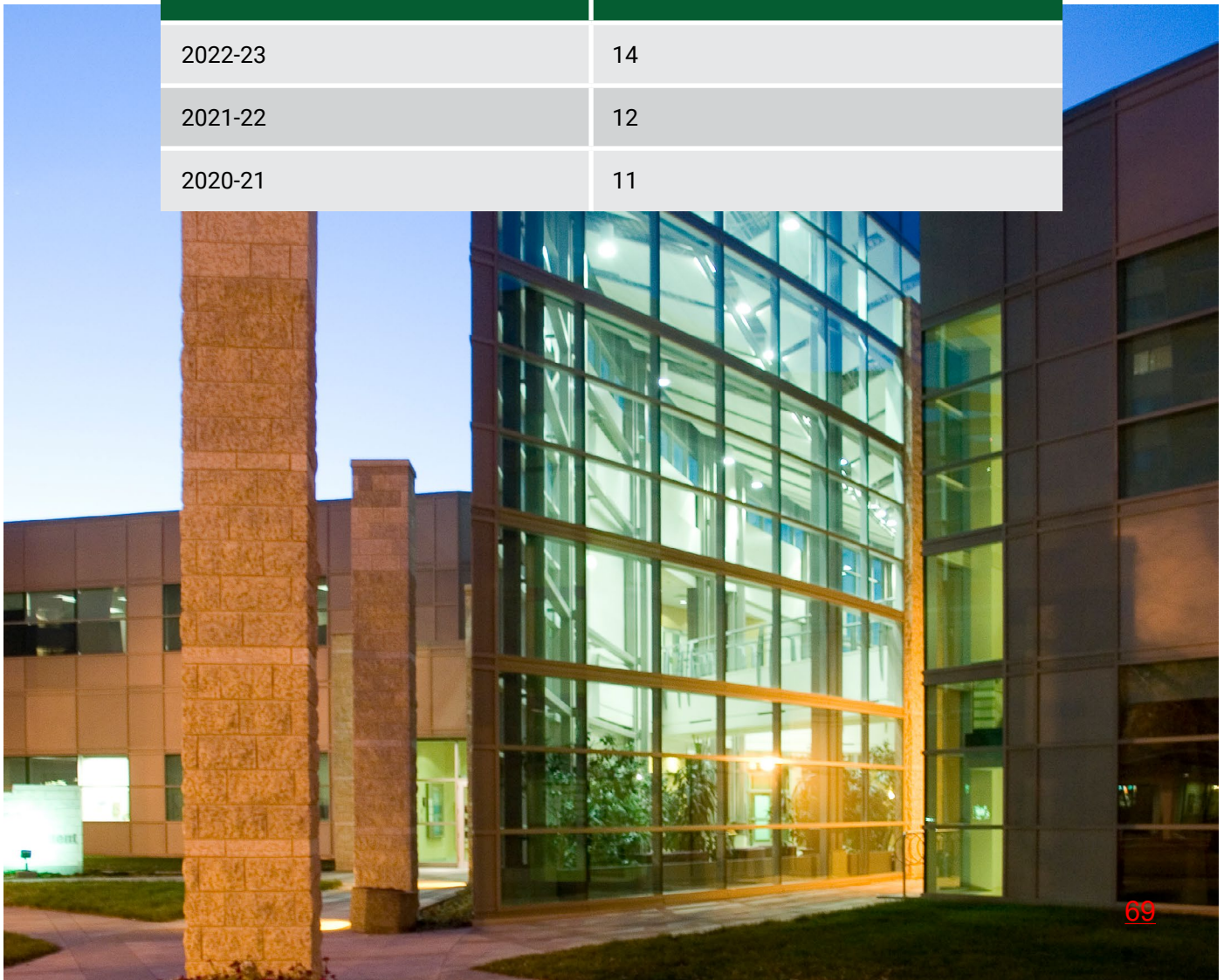
Consultations

OSDHR provides consultations to staff, faculty, student service providers and senior leaders on policies, procedures, best practices or legislation such as the *Alberta Human Rights Act*.

In these contexts, the requestor is not disclosing a specific situation, instead they are requesting broader information and/or advice on policies, procedures, best practices or legislation.

OSDHR had a similar number of consultations (14) for 2022–23 compared to previous years.

YEAR	Number of Consultations
2022-23	14
2021-22	12
2020-21	11



Article 18 Intake Officer Role

The Advisor in OSDHR is also the Intake Officer for Article 18 complaints as outlined in the [Non-Academic Staff Association \(NASA\) Collective Agreement](#). The Intake Officer is a person designated by the Employer and endorsed by the Union who is skilled in the assessment of discrimination and harassment complaints. The Intake Officer reviews complaints to determine if they fall within the definition of harassment and/or discrimination, are complete (as outlined in Appendix G #2 of the Common Provisions of the NASA Collective Agreement) and are timely. If a complaint meets the criteria, the Intake Officer sends the complaint to the Case Manager for further next steps.

In 2022–23, seven complaints were received by the Intake Officer. Out of the seven complaints, three were accepted and moved to the next stage of case management.

YEAR	Number of Article 18 Complaints
2022-23	7
2021-22	9
2020-21	3

Education

OSDHR continues to meet its mandate of developing and implementing an educational framework supportive of human rights. This year, OSDHR provided 23 educational workshops/training to 898 participants, which surpasses the office's reach in the last two reporting periods combined (375 participants in 2020/2021 and 349 participants in 2021/2022).

OSDHR's increased visibility is a result of collaborating with faculties and educators through various education opportunities and the launch of Discourse Human Rights webinar series.

YEAR	Number of Workshops/Training	Number of Participants
2022-23	23	898
2021-22	14	349
2020-21	14	375

Faculty Education Requests

As a result of increased visibility of the office, OSDHR was able to provide 11 workshops, specifically requested by various staff and faculty leaders across the University. The number of requests have nearly quadrupled compared to previous years (3 requests in 2021–22). OSDHR received requests for the following workshops: Human Rights (5); followed by Receiving & Responding to Disclosures (3); then Anti Racism (2) and Equity, Diversity & Inclusion (1).

After receiving a considerable number of requests last year for a workshop on anti-racism, OSDHR developed a 90 minute workshop titled, "How to be Anti-Racist". Since the launch of the workshop in February 2023, it has reached the maximum number of participants per session within hours of being advertised on the Employee digest. As a result, OSDHR will be extending this workshop to students throughout the 2023–24 academic year.

Discourse Human Rights

Discourse Human Rights is a webinar series which was inspired by the need to reach audiences who find informal conversations, storytelling and discussions more suited to their learning needs – a strategy that is rooted in decolonial, equitable and inclusive practices.

Discourse Human Rights provided an opportunity for members of our community to: gain insight into the work of people championing human rights within our institution; reflect on the systemic and procedural challenges/barriers in actualizing human rights, equity and inclusion; and collectively identify strategies for removing these barriers.

OSDHR hosted three Discourse Human Rights sessions for 2022–23 reporting period and the selected topics aligned with national and international days of recognition including: National Day for Truth & Reconciliation; 16 Days of Activism Against Gender Based Violence; and International Day Against Homophobia, Transphobia & Biphobia.

The participants included:

- Dr. Crystal Fraser, Assistant Professor, Faculty of Native Studies and Faculty of Arts
- Deb Eerkes, Sexual Violence Response Coordinator
- Dr. Glynis Lieb, Executive Director of the Fyrefly Institute.

What We Heard

- “Outside of the presentation itself, I appreciated the email beforehand clarifying what to expect and the expectations for those who were attending (zoom etiquette). I prefer to listen, so knowing that there wouldn’t be any cold calls helped me feel secure before joining the session.”
- “I came out of the meeting feeling empowered and motivated to study more. You’re also setting a great example of how to battle against racism in a kind way. I think there are so many layers to unpacking racism and it’s a stressful, exhausting, and discouraging process. However, you shifted it into a more meaningful process. The process is always going to be hard because it feels like you are against the world, but I am hopeful that if everyone takes the time and effort to truly engage in becoming anti-racist, we can help improve the world one day at a time.”
- “I feel so blessed to have been in such a supportive, safe, and open space. Clear examples, personal experiences and a lot of vulnerability.”
- “Sagal is such a wonderful presenter and creates a safe space for everyone - I always enjoy her workshops! I also really appreciate how the information was synthesized into digestible material - topics like this can feel overwhelming, so it is great to come away with a handful of very clear tools that we can use in our professional and personal lives to continue learning and growing.”

Visiting Lectureship in Human Rights

OSDHR continues to serve as a member of the selection committee to identify and plan one of our institution's most notable annual events, the [Visiting Lectureship in Human Rights](#).

On November 7, 2022 the University of Alberta invited Dr. Cindy Blackstock, a member of the Gitksan First Nation, Executive Director of the First Nations Child and Family Caring Society and professor at McGill University, to speak on colonialism, its legacy and the reality of Canada's promise of Truth & Reconciliation. The lecture was held in-person and streamed online for community members to access. There was a large turnout for the event, despite challenging weather conditions.



Current Challenges

Given the increased visibility of the office and workload in the last year, OSDHR's main focus has been on maintaining service levels. This has been a challenge to maintain for a number of reasons:

INCREASE OF DISCLOSURES

OSDHR experienced a 10% increase of disclosures compared to last year and a 20% increase compared to two years prior. (2020–21).

COMPLEXITY OF DISCLOSURES

There has been an increase in the complexity of disclosures that OSDHR is receiving. The complexity of these disclosures has required more resources, follow-ups and consultations with other stakeholders.

ADDITIONAL INITIATIVES

OSDHR also sits on multiple committees, councils and pilots in order to provide advice and expertise to institutional initiatives and projects. Given the role of OSDHR in providing a safe and confidential space to university community members, it has been involved in the university's initiatives surrounding sexual and gender-based violence.

Additional initiatives that OSDHR has been involved in include:

- Sexual and Gender-Based Violence Advisory Council
- Ad Hoc Student Group Initiatives
- Human Resources, Health, Safety and Environment (HRHSE) Initiatives (i.e. Safety Summits)
- The [Options Navigation Network](#)
- Workplace Response Coordinators Pilot
- EDI Scoping Committee

INCREASE OF EDUCATION REQUESTS

The increase in education requests from OSDHR has also led to constrained resources. OSDHR has tried to effectively manage the volume of disclosures it is receiving, while responding to an increase in requests for educational workshops/sessions.

Although OSDHR is currently meeting demands, there is potential for the office to be unable to do so if disclosures and education requests from the university community continue to increase. OSDHR is currently staffed by 2 Full Time Equivalents (FTE), and given the nature and volume of this work, both staff members are at risk for burnout.

For 2023–24, OSDHR would benefit from additional staffing to assist with the increased workload and the additional initiatives the office has been requested to be involved in.

Decision **Discussion** **Information**

ITEM OBJECTIVE: Helping Individuals at Risk (HIAR) reports annually to GFC Executive and to the Board Learning, Research, and Student Experience Committee on data related to the previous year’s reports, services provided, and priorities.

DATE	March 18, 2024
TO	General Faculties Council
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic)

EXECUTIVE SUMMARY:

Background

Helping Individuals at Risk (HIAR) is a confidential, centralized resource for members of the campus community to report at-risk behaviours or concerns about individuals who are at-risk of harm to self or others. Guided by the HIAR Policy & Procedure, HIAR is situated within the Office of the Vice-Provost (Equity, Diversity and Inclusion) and is connected through partnerships and collaboration with multiple units on campus. HIAR’s focus is early intervention, and its purpose is to:

- Assess the behaviours of concern to triage the level of risk,
- Provide coaching and recommendations on how to manage situations involving at-risk behaviour,
- Help individuals at risk connect to resources and support before behaviours escalate,
- Facilitate a “connecting of the dots” of situations that could otherwise be viewed as isolated incidents, potentially resulting in an underestimation of risk,
- Ensure a coordinated response to situations involving at-risk behaviour,
- Escalate high-risk cases to appropriate authorities and university administration.

The attached report highlights the successes and challenges of the HIAR program over the last year. While the number of overall reports dropped in the reporting period, we continue to see a trend of increasing complexity of reports, and increased reporting of harm to others incidents. In addition, HIAR has participated in a greater number of collaborations with other units of the University to manage at-risk behaviour.

This report spans the period of July 1, 2022, to June 30, 2023.

Risk Discussion / Mitigation of the Risk

HIAR facilitates early identification of at-risk behaviour and creates a system designed to receive and consolidate reports of at-risk behaviour. Consolidating reports of at-risk behaviour will enable the identification of situations in which seemingly isolated incidents are, in fact, connected so that the at-risk behaviour can be properly assessed and the individual at-risk offered assistance when deemed appropriate. Doing so should result in increased mental wellness and/or a decreased risk of violence and, at the same time, reduce the likelihood of matters escalating.

Supporting Materials:

1. 2022-2023 Helping Individuals at Risk Annual Report (6 pages)



UNIVERSITY
OF ALBERTA

2022-2023

HIAR ANNUAL REPORT

February 2024

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HIAR Program Description

Helping Individuals at Risk (HIAR) is a confidential, centralized resource for members of the campus community to report at-risk behaviours or concerns about individuals who are at risk of harm to self or others. Guided by the [HIAR Policy & Procedure](#), HIAR is situated within the Office of the Vice-Provost (Equity, Diversity and Inclusion) and is connected through partnerships and collaboration to multiple units on campus. HIAR’s focus is early intervention, and its purpose is to:

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- Escalate high-risk cases to appropriate authorities and university administration.

Reports to HIAR

The HIAR program received 840 reports in 2022–23, a 5.6% decrease from the previous year. This decrease may be explained in part by staffing shortages, which resulted in reduced staff capacity to engage in outreach initiatives to raise awareness about the HIAR program. Although the number of reports to HIAR decreased by 5.6%, there was a 36% increase in the number of distinct incident types from the previous year, meaning there was a significant increase in the number of reports involving multiple types of at-risk behaviours. Further, there was a significant increase in the number of individuals at risk across these reports (see below).

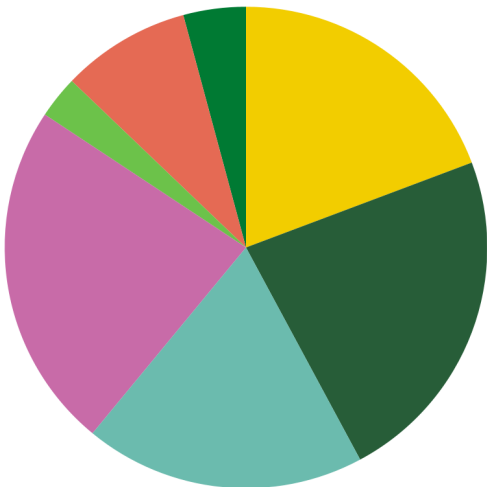
Incident Types

As noted above, HIAR experienced a significant increase in the number of reports involving multiple incident types. Additionally, there was a 13.6% increase in harm to self reports, a 116%

increase in harm to others reports, a 93.5% increase in harm from others reports, and a 109% increase in harassment reports from the previous year. The significant increase in harm to others, harm from others and harassment reports may be explained by increased collaboration and case coordination among key campus partners such as U of A Protective Services, the Office of the Dean of Students and Residence Services.

Incident Types Breakdown

- **345 (19%)** Behavioural Concern (Did not yet meet the threshold of harm to self or others)
- **410 (23%)** Harm to Self
- **337 (19%)** Harm to Others
- **418 (23%)** Harm from Others
- **51 (3%)** Academic Concern
- **155 (9%)** Harassment
- **75 (4%)** Other Concerns (Financial, Physical Health, etc)



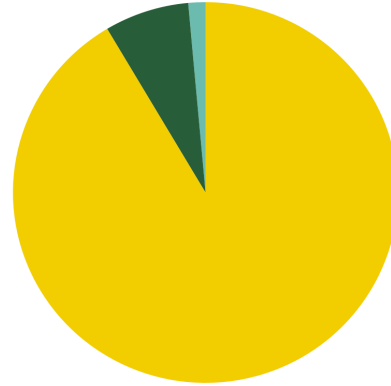
Individuals At Risk

Reports to HIAR can have more than one individual at risk, and individuals at risk can be reported more than once in a reporting year. In 2022–23, there were 1043 individuals at risk reported to HIAR, an increase of 65% from the previous year. As the overall number of reports to HIAR decreased by 5.6% compared to 2021–22, this increase in the number of individuals at risk indicates that HIAR received significantly more reports involving multiple individuals at risk.

Historically, the greatest number of reports to HIAR have been about students, and that did not change in 2022–23. 92% of reports in 2022–23 were about students (compared to 91% in 2021–22), and 7% of reports in 2022–23 were about employees (compared to 9% in 2021–22).

Individuals At Risk Breakdown

- **954 (92%)** students;
837 (88%) undergraduate
117 (12%) graduate
- **74 (7%)** faculty/staff/post-doctoral fellows
- **15 (1%)** were unaffiliated



Services Provided

In addition to intake processes completed for every report (documenting, information gathering, assessment of the behaviours of concern, triaging of risk of harm to self or others), HIAR staff provide a variety of services to individuals at risk, reporters of at-risk behaviour, targeted/impacted individuals of at-risk behaviour and support units/campus partners. In 2022–23, HIAR provided a total of 2173 services, with the top 3 services being: connecting individuals at risk, reporters and targeted/impacted individuals to resources and support (58% of cases); monitoring and following up on cases of at-risk behaviour (53% of cases); and providing coaching and recommendations on managing cases of at-risk behaviour (35% of cases). In addition, there was a notable increase of 12% in the number of Student of Concern meetings that HIAR attended (meetings held by the Office of the Dean of Students to address complex and high-risk cases).

Emerging Trends

Increased Complexity of Reports

HIAR is experiencing an increase in complexity of reports due to the increased number of reports involving intersecting risks (multiple incident types), and the increased number of reports involving multiple individuals at risk. This has increased the amount of time HIAR staff spend coordinating resources and support, and following up on cases to monitor risk levels.

Increased reporting of harm to others incidents

The significant increase in harm to others reports is likely not only due to a possible increase in harm to others incidents but improved collaborations among campus partners (Office of the Dean of Students, Residence Services, U of A Protective Services) in sharing information about situations involving risk of harm to others.

Increased Collaborations in Managing At-Risk Behaviour

HIAR's collaborative partnerships with key administrative and support units such as the Office of the Dean of Students, U of A Protective Services and Residence Services are critical for managing situations involving risk of harm to self or others, to ensure the safety and well being of the campus community. These collaborations have increased over the past year due to an increase in the number of Student of Concern meetings HIAR has attended.

Comments from the Campus Community

Oct 2022

"Thank you for the email and the chat yesterday. I'm very happy that U of A has folks like you to support our community during their times of need." - Staff

Oct 2022

"I want to recognize you for your exceptional leadership on this file. You have demonstrated care for all stakeholders, have stepped in and managed all parties and concerns, ensured the key stakeholders were always in the loop, and provided very important guidance." - Senior Administrator

Nov 2022

"I have to thank you for helping me out. Today for the first time in a long time I feel some type of hope" - Student

Jan 2023

"I wanted to take time out of my schedule today to thank you for your support. I officially received a letter today saying I have completed my degree." - Student

Feb 2023

“Thank you for your response and ideas and for being a part of this incredible program!” - Instructor

April 2023

“I would like to thank you once again for helping me out throughout this unfortunate time. It has helped me a lot and gave me the guidance I was seeking.” - Student

April 2023

“We are very appreciative of your work to ensure that all of our students are safe on campus. These are excellent resources which we will keep close at hand.” - Department Administrator

May 2023

“I greatly appreciate your taking the concerns seriously, and ensuring that all of our students are well cared for.” - Department Chair



Faiza Billo <faizad@ualberta.ca>

Canvas 101 Video

Kate Peters <peters3@ualberta.ca>

Mon, Feb 26, 2024 at 2:08 PM

Cc: John Lemieux <jlemieu1@ualberta.ca>, Faiza Billo <faiza.billo@ualberta.ca>

Dear Members of GFC,
As noted by the Chair, please see the [overview video of Canvas](#).
Thank you,
Kate

Kate Peters | *Pronouns: She/Her/Elle*

Secretary to General Faculties Council (GFC) and Manager, GFC Services

UNIVERSITY OF ALBERTA

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**L'Université de l'Alberta reconnaît respectueusement
que nous sommes situés sur le territoire des traités 6, 7 et 8,
terres traditionnelles des Premières Nations et des Métis.**

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