



The following Motions and Documents were considered by the GFC Academic Planning Committee at its Wednesday, September 11, 2019 meeting:

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Agenda Title: **Proposal for the Establishment of the Canadian Indigenous Languages and Literacy Development Institute (CILLDI)**

CARRIED MOTION: THAT the GFC Academic Planning Committee, with delegated authority from General Faculties Council, approve the establishment of the Canadian Indigenous Languages and Literacy Development Institute (CILLDI) as an academic institute, as amended.

Final Motion: 5.

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Agenda Title: **Proposed Program Changes Augustana Faculty: new liberal arts and sciences project-based Core, and new specializations of Law, Crime and Justice; Creativity and Culture; Ethics and Global Studies in the BA Interdisciplinary Studies major**

CARRIED MOTION: THAT the GFC Academic Planning Committee, with delegated authority from General Faculties Council, approve the proposed adoption of a new liberal arts and sciences project-based Core, and the proposal to create new second-level specializations of Law, Crime and Justice; Creativity and Culture; Ethics and Global Studies, in the Bachelor of Arts Interdisciplinary Studies major in Augustana Faculty, as recommended by the GFC Academic Standards Committee to take effect in Fall 2020.

Final Motion: 6.

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Agenda Title: **2020-2021 Tuition Fee Proposal for Incoming International Students (Remaining Programs)**

CARRIED MOTION: THAT the GFC Academic Planning Committee, with delegated authority from the General Faculties Council, recommend that the Board of Governors approve tuition fees as set forth in Attachment 1 to take effect for the Fall 2020 intake of new international students.

Final Motion: 7.

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FINAL Item No. 5

**Governance Executive Summary**  
**Action Item**

<b>Agenda Title</b>	Proposal for the Establishment of the Canadian Indigenous Languages and Literacy Development Institute (CILLDI)
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**Motion**

THAT the GFC Academic Planning Committee, with delegated authority from General Faculties Council, approve the establishment of the Canadian Indigenous Languages and Literacy Development Institute (CILLDI) as an academic institute, as amended.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Lesley Cormack, Dean, Faculty of Arts
Presenter(s)	Steve Patten, Associate Dean (Research), Faculty of Arts Jordan Lachler, Director of CILLDI & Associate Professor of Linguistics

**Details**

Responsibility	Faculty of Arts
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee after being approved by Arts Faculty Council because APC has delegated authority for approving academic centres and institutes.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>CILLDI’s mission is to work in collaboration with Indigenous communities, researchers, and educators to support long-term language sustainability through research, training, and development.</p> <ul style="list-style-type: none"> <li>• 2019 will mark CILLDI’s 20th Summer School. Each year, a dozen or more courses are offered on a wide range of topics related to language documentation and analysis, language education, and community-based language revitalization strategies.</li> <li>• CILLDI is also participating in a recently awarded \$2.5 million SSHRC Partnership Grant, 21st Century Tools for Indigenous Languages, which supports the development of human language technology for Indigenous languages, including spell checkers, grammar checkers, online dictionaries, and intelligent computer-aided language learning applications. This Partnership Grant, based here at the University of Alberta, runs from 2019-2026. CILLDI will be heading up the community training component of the project, which includes developing new courses in the use of language technology to support Indigenous language learning.</li> <li>• The Faculty of Arts will have administrative and financial responsibility for the Institute, and assumes associated financial risks. As the Institute grows, revenue will be generated through research grants, workshops, and short courses. The Institute is also pursuing the establishment of an endowment through private fundraising from individuals and corporations.</li> </ul>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

**Engagement and Routing** (Include meeting dates)

Item No. 5

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p>&lt;For information on the protocol see the <a href="#">Governance Resources section Student Participation Protocol</a>&gt;</p>	<p><b><u>Those who are actively participating:</u></b></p> <ul style="list-style-type: none"> <li>• Faculty of Native Studies</li> <li>• Faculty of Education</li> <li>• Department of Linguistics</li> </ul>
	<p><b><u>Those who have been consulted:</u></b></p> <ul style="list-style-type: none"> <li>• Deans of Education and Native Studies</li> <li>• Chair of Department of Linguistics</li> </ul>
	<p><b><u>Those who have been informed:</u></b></p> <ul style="list-style-type: none"> <li>• All members of Arts Faculty Council</li> </ul>
<p>Approval Route (Governance) (including meeting dates)</p>	<ul style="list-style-type: none"> <li>• Arts Faculty Council Executive Committee (May 16, 2019)</li> <li>• Arts Faculty Council (May 23, 2019)</li> <li>• Academic Planning Committee (September 11, 2019)</li> </ul>

**Strategic Alignment**

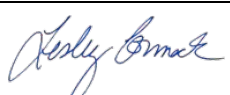
<p>Alignment with <i>For the Public Good</i></p>	<p>CILLDI's accomplishments over the past two decades and its plans for the future align closely with the University's vision statement articulated in For the Public Good: "To inspire the human spirit through outstanding achievements in earning, discovery, and citizenship in a creative community, building one of the world's great universities for the public good."</p> <p>CILLDI implements the University's commitments both to "engage Indigenous students and nations to create programs and spaces that acknowledge the complexities of Canada's history," as well as to "develop and implement an undergraduate and graduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada."</p>			
<p>Alignment with Institutional Risk Indicator</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0"> <tr> <td> <input type="checkbox"/> Enrolment Management  <input type="checkbox"/> Faculty and Staff  <input type="checkbox"/> Funding and Resource Management  <input type="checkbox"/> IT Services, Software and Hardware  <input type="checkbox"/> Leadership and Change  <input type="checkbox"/> Physical Infrastructure                 </td> <td> <input checked="" type="checkbox"/> Relationship with Stakeholders  <input checked="" type="checkbox"/> Reputation  <input checked="" type="checkbox"/> Research Enterprise  <input type="checkbox"/> Safety  <input type="checkbox"/> Student Success                 </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
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<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act                  Academic Planning Committee terms of reference                  UAPPOL Centres &amp; Institutes Policy and Establishment Procedures</p>			

1. Attachment 1 (Proposal for the establishment of CILLDI)
2. Attachment 2 (Letter of support – Faculty of Native Studies)
3. Attachment 3 (Letter of support – Faculty of Education)
4. Attachment 4 (Letter of support – Department of Linguistics)
5. Attachment 5 (Letter of support – Beaver First Nation)
6. Attachment 6 (Letter of support – Paul First Nation)

*Prepared by:* Oliver Rossier, Senior Officer, orossier@ualberta.ca

**University of Alberta Template for Proposals to Establish New Academic Centres and Institutes**

Proposers will complete and submit this template to the Office of the Provost for approval in accordance with UAPPOL Policy. This template is expandable; the completed template may be up to 8 to 10 pages in length (not including letters of support or other appendices relevant to the proposal). Before developing a proposal and completing this template, please review the UAPPOL Centres and Institutes Policy, as well as associated procedures for academic centres and institutes: [www.uappol.ualberta.ca](http://www.uappol.ualberta.ca)

1.	Name and Faculty of Reporting Dean: Lesley Cormack, Faculty of Arts		
	Signature: 	Date: August 26, 2019	

2.	<p>Name and Detailed Purpose of the Proposed Centre or Institute:</p> <p>The Faculty of Arts, with the support the Faculties of Education and Native Studies, propose to establish the Canadian Indigenous Languages and Literacy Development Institute (CILLDI). The administrative and budgetary home of this institute will be the Faculty of Arts. The Institute’s mission is to work in collaboration with Indigenous communities, researchers, and educators to support long-term language sustainability through research, training, and development.</p> <p><b>Background on Indigenous Language Endangerment</b></p> <p>Across the globe, linguistic diversity is shrinking as fast as biodiversity, with damaging effects on the well-being of our societies. Linguists estimate that there are still 5,000-6,000 languages being spoken in the world today. Without concerted action and appropriate interventions, about half of these may no longer be spoken by 2050. By 2100, as many as 90% of the world's languages may fall silent.</p> <p>The situation in North America is especially dire. Out of some 300 languages spoken in North America at the time of European contact, only half remain as spoken languages today. Of these, most are spoken only by elders, with just a few dozen still being learned by children. In Canada, the rate of language loss is catastrophic. Of the 60 or so Indigenous languages still spoken across Canada today, only 3 – Cree, Ojibwe, and Inuktitut – are predicted to survive this century.</p> <p>This unprecedented loss of languages is the context and motivation for the creation of CILLDI. Over the past 40 years, Indigenous communities, fluent speakers, educators, linguists, and others have worked to raise awareness of this issue, and to develop best practices for maintaining and revitalizing endangered languages. Several key elements have emerged from this work, including:</p> <ul style="list-style-type: none"> <li>• the need to carefully and thoroughly document all aspects of these languages in collaboration with the fluent native speakers</li> <li>• the need to develop immersive, culturally-rich language learning environments for children, both in school and in the home</li> <li>• the need for Indigenous communities themselves to take the lead in designing and implementing language initiatives</li> </ul>		
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These three elements have been, and will continue to be, guiding principles behind CILLDI's activities and initiatives.

### **Vision and Mission of the Institute**

The vision of CILLDI is to heighten awareness and understanding of issues surrounding language loss in Indigenous communities, and to address language endangerment by contributing to the development and implementation of best practices in long-term language sustainability.

The Institute will achieve this vision through its mission of working in collaboration with Indigenous communities, researchers, and educators to support long-term language sustainability through both educational and research initiatives.

### **Educational Initiatives**

CILLDI has multiple educational initiatives currently underway. First and foremost is the annual CILLDI Language Revitalization Summer School, held at the University of Alberta for three weeks in July. 2019 will mark our 20th Summer School. Each year, a dozen or more courses are offered on a wide range of topics related to language documentation and analysis, language education, and community-based language revitalization strategies. These degree-credit courses, offered by the three partner faculties, may be used toward undergraduate and graduate degrees as well as the Community Linguist Certificate (CLC).

The CLC is a provincially-recognized, extra-to-degree certificate program approved in 2007 – the first of its kind offered at the University of Alberta. The certificate is awarded to students who complete a six-course sequence that gives them professional development in language documentation and analysis, language technology and community language planning.

CILLDI also partners with local organizations to offer courses in local communities. In 2018, for example, CILLDI offered courses in the following locations:

- Boyer, AB (Beaver First Nation)
- Yellowknife, NT (Indigenous Languages Education Secretariat, GNWT)
- Brocket, AB (Piikani First Nation)

### **Research Initiatives**

CILLDI maintains a year-round program of researching and documenting Indigenous languages in collaboration with communities across western and northern Canada. CILLDI's first research initiative was connected to the first University of Alberta CURA, a linguistic documentation project with the Cold Lake First Nation (The Daghida Project).

CILLDI's current main research is the *DaTILAY Project: Dictionaries and Textbooks of the Indigenous Languages of Alberta and the Yukon*. This project is a collaboration with five First Nations to produce linguistically-sound and user-friendly language reference and teaching materials for the Dane-zaa (Beaver FN), Dene Dháh (Dene Tha' FN), Hän (Tr'ondëk Hwëch'in FN), Iithga (Paul FN) and Î'ethka (Wesley FN) languages. This project is supported by funds from a Killam Cornerstones grant, as well as grant funding awarded to the partner First Nations from Alberta Education.

	<p>A second research initiative, funded through a SSHRC Insight Development grant, seeks to develop ethnographically-informed protocols for monitoring language vitality in Indigenous communities, and to provide training to community members in how to assess the impacts of language revitalization efforts in their communities. Along with co-PIs at MacEwan University and the University of Lethbridge, this work is done in partnership with Piikani FN in Alberta, Tr'ondëk Hwëch'in FN in the Yukon, and the Tłjchq Nation community of Behchokq in the Northwest Territories.</p>
<p>3.</p>	<p><u>Provide a statement of the priority of the proposed centre or institute within the overall priorities of the Faculty and/or the University of Alberta. Include a statement of benefits the University of Alberta could expect to receive through creation of the proposed centre or institute, including benefits to students.</u></p> <p><b>Priorities of the Institute</b></p> <p>The following are priorities that build on the CILLDI's current strengths in the areas of education, research, and service:</p> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>• continue to hold the annual Summer School, with expanded course offerings</li> <li>• continue to offer the Community Linguist Certificate</li> <li>• support the development of an Indigenous Language Instructor Certificate</li> <li>• offer a diversified range of year-round delivery options for courses, including courses taught in Indigenous communities as well as with online or blended delivery</li> <li>• offer workshops on topics related to Indigenous language issues</li> </ul> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>• procure funding to expand the Institute's research capacity</li> <li>• strengthen and broaden the Institute's research agenda</li> <li>• provide research opportunities for graduate students and post-doctoral fellows</li> <li>• become an internationally-recognized leader in research and professional development on Indigenous language documentation, education and revitalization</li> </ul> <p><b>Service</b></p> <ul style="list-style-type: none"> <li>• solicit and respond to community needs</li> <li>• promote increased Indigenous engagement with the activities of CILLDI</li> <li>• strengthen the network of local, national and international partners who can support the work of the CILLDI</li> <li>• build awareness of CILLDI and its objectives locally, nationally and internationally</li> </ul> <p><b>Partnerships</b></p> <p>The Institute's primary partnerships will be with Indigenous communities, organizations for language activists and First Nations colleges, on the local, regional, national and international levels. In addition, CILLDI envisions creating partnerships and collaborations with other organizations whose missions overlap or complement the work of the Institute. The following are some of these organizations:</p> <ul style="list-style-type: none"> <li>• American Indian Language Development Institute (University of Arizona)</li> <li>• Certificate Program in Aboriginal Language Revitalization (University of Victoria)</li> </ul>

- Northwest Indian Language Institute (University of Oregon)
- Resource Network for Language Diversity (Australia)
- Linguapax
- Foundation for Endangered Languages (UK)
- Institute on Collaborative Language Research (CoLang)
- The Language Conservancy
- Breath of Life
- UNESCO

### **Alignment with the University of Alberta's Priorities**

CILLDI's accomplishments over the past two decades and its plans for the future align closely with the University's vision statement articulated in For the Public Good: "To inspire the human spirit through outstanding achievements in learning, discovery, and citizenship in a creative community, building one of the world's great universities for the public good."

CILLDI implements the University's commitments both to "engage Indigenous students and nations to create programs and spaces that acknowledge the complexities of Canada's history," as well as to "develop and implement an undergraduate and graduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada."

CILLDI has brought credit to the University by its success in pursuing these commitments. For example, in 2007, CILLDI was awarded the Sharing the Flame National Award of Excellence by the Canadian Council on Learning. This was a significant achievement as only 25 of these awards were given out for education in Canada.

We are aligned with the University of Alberta's Academic plan in our work to bring Indigenous students to this university for undergraduate and graduate work. Since the first Summer School in 2000, CILLDI has offered 167 courses, with a total of 1689 enrollments. These students find a home at CILLDI within a much larger university community and our high return rate is indicative of how satisfying and enriching this experience is for them. We have recruited nearly a dozen Indigenous graduate students through our Institute and one Master's research project was completed on CILLDI's Cree immersion day camp for children.

Each year our CILLDI Elders program has brought Elders representing the Indigenous languages of Alberta to the University. These highly respected individuals are the repositories of the traditional knowledge from a wide range of Indigenous linguistic and cultural communities. Their presence enriches our course offerings, and provides important opportunities for enhancing cross-cultural learning and collaboration.

### **Benefits of the Institute to the University of Alberta**

The University of Alberta is committed to Indigenization, including ongoing work in the areas of language documentation, language education, and language revitalization. This Institute will provide a focal point for these activities through the following



strategies:

- Organizing and delivering the annual CILLDI Language Revitalization Summer School in a format designed to be as accessible as possible to Indigenous language scholars, activists and students
- Conducting research into the most effective and appropriate practices relating to language documentation, education and revitalization in post-secondary institutions, schools and communities

Being a resource to the entire university community on issues related to language sustainability, with provisions for professional development and consultation.

The University of Alberta will benefit from the Institute in the following ways:

- CILLDI provides an institutional hub that connects researchers and educators committed to Indigenous language revitalization
- The CILLDI Summer School provides a welcoming introduction to the University for many Indigenous language activists, thereby encouraging instructors, teachers, students, Elders and young family members of the participants to see the University of Alberta as an inviting place for study
- CILLDI provides a mechanism for recruiting Indigenous students into undergraduate and graduate programs at the University of Alberta
- CILLDI secures the University of Alberta's place as a national leader in the area of Indigenous language sustainability
- CILLDI builds bridges that strengthen the connections between the University of Alberta, Indigenous communities, and First Nations colleges
- The Community Linguist Certificate serves the academic and Indigenous communities by teaching language documentation methods for community language sustainability efforts
- CILLDI provides for an increased awareness at the University of Alberta of issues related to Indigenous languages
- CILLDI implements the University's commitment to contribute to the quality of Indigenous life in Canada
- CILLDI helps the University to fulfill its responsibilities under the Truth and Reconciliation Commission's Calls to Action with regard to supporting the inclusion of Indigenous languages in post-secondary education

The Institute will encourage participation from the following groups who will benefit from the work of the Institute:

- Indigenous communities and organizations who are engaged in issues relating to Indigenous language maintenance and revitalization
- Faculty members from the Faculties of Arts, Education, and Native Studies who share research and teaching interests that align with those of the Institute
- Academics from across Canada and around the world who specialize in the areas of language documentation, language education and language revitalization
- Graduate students who are engaged in research related to the Institute's core mission
- Undergraduate students whose interests align with those of the Institute
- Local, national, and international organizations engaged in activities related to linguistic and cultural sustainability

	<p>Specific benefits to University of Alberta faculty members include:</p> <ul style="list-style-type: none"> <li>• Developing personal connections with community language activists through teaching at the CILLDI Summer School</li> <li>• Enhanced opportunities or interdisciplinary and cross-faculty collaboration for faculty working on Indigenous language issues</li> </ul> <p>Specific benefits to University of Alberta students include:</p> <ul style="list-style-type: none"> <li>• Participation in the CILLDI Summer School VeSPA (Volunteer Summer Program Assistant) program</li> <li>• An annual CILLDI research assistantship</li> <li>• Having the opportunity to teach or TA for courses during the CILLDI Summer School</li> <li>• Participating in projects related to language documentation, education and revitalization, and having access to resources to further their own research in these areas</li> <li>• Potential to develop collaborative partnerships with students and faculty members from other departments at the University</li> <li>• Opportunities for post-doctoral studies</li> </ul>
4.	<p><b><u>Governance, Organizational, and Reporting Structure</u></b></p> <p>The operational and governance structure for CILLDI will include the Institute’s Director and three bodies which have been designed for specific purposes. Those bodies are: (A) CILLDI Operations Committee; (B) CILLDI Administrative Board; (C) CILLDI Advisory Council.</p> <p><b>CILLDI DIRECTOR:</b> The Director of CILLDI is appointed by the Dean of Arts following procedures outlined in UAPPOL. The Director reports to the Dean and the CILLDI Administrative Board, which is responsible for managerial oversight, including approving the Institute’s annual budget and core programming decisions. The Director’s responsibilities include:</p> <p><b>Teaching and Research:</b></p> <ul style="list-style-type: none"> <li>• Teach courses during the CILLDI summer school, as needed</li> <li>• Teach off-campus, online, and community-based courses at other times throughout the year, as needed</li> <li>• Oversee CILLDI’s academic program planning and research</li> <li>• Approve instructors for CILLDI courses in consultation with the Chairs of relevant Departments</li> <li>• Strengthen the teaching and research capacity of CILLDI</li> <li>• Respond to student academic and registration concerns</li> <li>• Oversee a process for student evaluations of the CILLDI summer school</li> <li>• Oversee the writing of research and funding proposals for CILLDI initiatives</li> <li>• Engage in scholarly research and writing within their area of specialization</li> </ul> <p><b>Institute Management:</b></p> <ul style="list-style-type: none"> <li>• Provide leadership in alignment with the Institutes goals and objectives</li> <li>• Prepare the CILLDI budget and regular financial reporting</li> </ul>

- Recruit instructors, research assistants and support staff, as needed
- Organize conferences and workshops related to CILLDI initiatives
- Collaborate with the CILLDI Administrative Board Chair to plan and prepare for meetings
- Assist in Administrative Board development, including establishing Board policy and acting on direction for the Board
- Oversee the operational activities of CILLDI, including such activities as publicity and promotion, student recruitment and registration, and arranging for classrooms and accommodations for CILLDI summer school instructors
- Supervise and mentor CILLDI support staff and Chair the Operations Committee
- Provide leadership and support with regard to pursuing funding for CILLDI
- Support the realization of CILLDI's research objectives by developing and maintaining a program of fellows, whose expertise and commitment to CILLDI will contribute to and help demonstrate CILLDI's strength
- Liaise with, support, and act on input from the CILLDI Advisory Council

**Programing and Outreach:**

- Liaise with Indigenous communities and First Nations colleges about CILLDI initiatives
- Make presentations on CILLDI initiatives at Indigenous language conferences and other appropriate venues
- Visit Indigenous language programs, communities, and colleges in order to strengthen ties and discuss language revitalization needs
- Work toward formal partnerships with other like-minded institutes, in particular to facilitate the exchange of faculty, students, and other resources
- Promote CILLDI within Canada and abroad as the Institute works towards becoming the pre-eminent body within Canada for supporting the long-term sustainability of Indigenous languages through the professional development of Indigenous linguists and educators

**CILLDI OPERATIONS COMMITTEE:** The Operations Committee has been designed to provide operational guidance and support to the Director. The Committee's membership is structured to ensure the participation of key CILLDI staff, faculty members, and Departmental staff who support CILLDI operations:

- Director, CILLDI (Chair)
- CILLDI Administrative and Research Assistants with active responsibility for CILLDI operations
- Up to three CILLDI-engaged faculty members from the Faculties of Arts, Education, and Native Studies (with no more than one from any Faculty)
- Other individuals who are actively involved with CILLDI operations
- Assistant Chair (Administration), Department of Linguistics (Observer Member)

\*Appointments to the Operations Committee are made by the CILLDI Administrative Board on the recommendation of the Director.

**CILLDI ADMINISTRATIVE BOARD:** The Administrative Board has been designed to provide direction necessary for appropriate and successful management of CILLDI. The Board will

	<p>approve CILLDI’s annual budget and reports, provide strategic advice to the Director with regard to academic and research programing, including with regard to the annual summer school. The Board’s membership reflects the responsibility of the Dean of Arts for overseeing and managing risk related to CILLDI, as well as the Institutes current location in the Department of Linguistics and ongoing relationships with the Faculties of Education and Native Studies (it is worth noting that, in practice, it is anticipated that Deans are likely to appoint designates, such as Associate Deans, to sit on this administrative body):</p> <ul style="list-style-type: none"> <li>• Dean, Faculty of Arts or designate (Chair)</li> <li>• Dean, Faculty of Education or designate</li> <li>• Dean, Faculty of Native Studies or designate</li> <li>• Chair, Department of Linguistics</li> <li>• Director, CILLDI</li> </ul> <p><b>CILLDI ADVISORY COUNCIL:</b> The Advisory Council has been designed to provide arms-length advice and guidance to CILLDI in relation to its mission of working in collaboration with Indigenous communities, researchers, and educators to support long-term language sustainability. The Council will provide advice and, where appropriate, support CILLDI through advocacy within UAlberta and beyond. The membership of the Advisory Council includes the Deans of relevant Faculties, a Vice-Provost responsible for Indigenous Initiatives, and appropriated external representatives (it is worth noting that, in practice, it is anticipated that Deans—specifically the Dean of Arts—will sit on this important outward-facing body):</p> <ul style="list-style-type: none"> <li>• Dean, Faculty of Arts or designate (Chair)</li> <li>• Vice-Provost, Indigenous Initiatives or designate</li> <li>• Dean, Faculty of Education or designate</li> <li>• Dean, Faculty of Native Studies or designate</li> <li>• A representative from Alberta Education</li> <li>• Two members drawn from community-based agencies sharing CILLDI’s mission</li> <li>• Elder(s) or community member(s) representing Canadian Indigenous language communities</li> <li>• Director, CILLDI</li> </ul> <p>*Those who are not ex-officio members will be invited to serve by the Chair on the recommendation of the Director.</p> <p>Please note that <b>Terms of Reference</b> for the three bodies described above are included as attachments, forward for consideration along with this proposal.</p>
5.	<p>Provide a statement of the role and qualifications of the centre/institute lead of the proposed centre or institute.</p> <p>Dr. Jordan Lachler is Director of the Canadian Indigenous Languages and Literacy Development Institute (CILLDI). He brings in considerable experience from many years of close collaborative work with a range of indigenous language communities including Haida and Nakota, and is actively developing partnerships with Cree and other communities. Dr. Lachler leads overall project planning and management of CILLDI, and fosters an inclusive</p>

	<p>research and teaching environment where community involvement and feedback are ensured.</p>
<p>6.</p>	<p>Employees</p> <p>a) Provide a statement of the employment status of employees (i.e., are they University of Alberta employees?) CILLDI co-ordinator, Tanzi Reule: Casual Level 1 UAlberta employee</p> <p>b) Specific source(s) of any “University funding” must be identified University funding from Faculty of Arts Operating funds</p> <p>Personnel expenditures must include adequate provisions for benefit costs, salary settlements, and other escalating factors.</p>
<p>7.</p>	<p>Detailed Budget</p> <p>a) Include key sources of operating funds, and include revenue sources and expenditures for [ideally] 5 years projected.</p> <ul style="list-style-type: none"> <li>• The Faculty of Arts will have administrative and financial responsibility for the Institute, and assumes associated financial risks. As the Institute grows, revenue will be generated through research grants, workshops and short courses. The Director and other researchers involved will continue to seek research funds that will generate CILLDI research capacity. For example, Dr. Lachler is a co-applicant on Dr. Antti Arppe’s SSHRC Partnership project that was awarded \$2.5M, and CILLDI plays a key collaboration role in this project. The Institute is also pursuing the establishment of an endowment through private fundraising from individuals and corporations.</li> </ul> <p>b) State specific source(s) of any “University funding” Faculty of Arts Operating funds</p> <p>c) personnel expenditures must include adequate provisions for benefit costs</p> <p>d) escalation factors must be built into expenditure projections (i.e. escalation due to inflation, future salary settlements, etc.)</p> <p>e) if in-kind support is identified, the specifics of that support must be listed separately</p>
<p>8.</p>	<p>Space Requirements.</p> <p>Space required?      Yes    <u>No</u></p> <p>If “No” selected, where is current space?</p> <ul style="list-style-type: none"> <li>• CILLDI operates from existing space within the Department of Linguistics, on the ground floor of Assiniboia Hall. No additional space requirements are expected for the near future.</li> </ul> <p>If “Yes” selected, complete the following: On-site at the University of Alberta Awaiting allocation Rent/lease required</p> <p>If rent/lease is required, has this been budgeted for?    Yes    No</p>

	<p>Is funding required? Yes No Reasons:_____ Address the following questions:</p> <p>a) If rent/lease or license is required, what is the University of Alberta's commitment? If new space or modifications to existing space are required, has Facilities and Operations been contacted and has this been included in the budget?</p>
<p>9.</p>	<p>Potential Risks to the University of Alberta</p> <p>a) State any reputational, financial, and/or operational risks to the University of Alberta.</p> <p><b>Potential Risks Inherent in the Activities of the Institute:</b></p> <p>There are two areas of risk associate with CILLDI and its activities: (1) There are risks associated with the possibility of running a financial deficit; (2) There are reputational risks associated with CILLDI's outward-facing and community-engaged mandate and relations with Indigenous communities and others working to address language sustainability.</p> <p>a) Outline plans to mitigate/manage those risks.</p> <p><b>Plans to Manage Risks:</b></p> <p>To manage these risks, CILLDI and the Faculty of Arts are committed to effective oversight, strong management, and a commitment to good relations. More specifically: (1) The Faculty of Arts has established Arts Collaboration Enterprise (ACE) and employed a Senior Officer to work with all the Faculties Centres and Institutes with regard to governance, financial and human relations management, and annual reporting, as well as to support special programing initiatives. (2) The Director of CILLDI will prepare detailed reports and budgets for the consideration of the Administrative Board, a body that, on behalf of the Dean, oversees the financial management of the Institutes. (3) The current CILLDI Director was selected for his academic expertise, but also for his commitment to strong and respectful community relations. With the Director, the Dean will use the CILLDI Advisory Council to consult and ensure appropriate collaborations with Indigenous communities. The Dean of Native Studies and the Vice-Provost responsible for Indigenous Initiatives are members of the Advisory Council, along with carefully selected community members and Elders.</p> <p>When necessary Risk Management Services may be consulted.</p>
<p>10.</p>	<p>Annual Reporting and Strategic Review: In accordance with UAPPOL Policy</p> <p>a) State a provision for annual reporting to the responsible Dean.</p> <ul style="list-style-type: none"> <li>• The CILLDI Director will provide an annual report of the Institute's activities (including financial statements) to the Dean of Arts as well as to the other members of the CILLDI Administrative Board.</li> </ul> <p>b) State a provision for annual reporting to the Office of the Provost.</p> <ul style="list-style-type: none"> <li>• The Dean of Arts will report annually to the Office of the Provost, as required under UAPPOL Policy.</li> </ul>

	State a provision for strategic and operational review by the responsible Dean (or delegate) at no less frequency than every five years.
11.	<p>Intellectual Property (IP) and Copyright</p> <p>a) Will any copyright or patentable IP be created, and if so, how will it be handled? CILLDI does not anticipate creating any Intellectual Property (IP) and Copyright material at this point.</p> <p>How will ownership and commercialization of IP be handled?</p>
12.	<p>Termination Plan/Provisions</p> <p><b>Exigency Plan for Termination/Dissolution</b></p> <p>Within five years of the establishment of the Institute, the Dean of Arts will undertake a strategic review of the CILLDI and its activities in keeping with the mission and Academic plans of the three constituent Faculties as well as the University in general, as regards academics, research and service. In the case that the five-year review or other circumstances should warrant the termination or dissolution of the Institute, the Dean of Arts would oversee this process</p>
13.	<p><b>Letters of Support:</b> Attach letters from relevant on- and off-campus sources</p> <p>The Institute has received letters of support from the Department of Linguistics, Faculty of Native Studies, and Faculty of Education. See attached.</p>
14.	Provide, if applicable, any <b><u>agreements and/or memoranda of understanding between the University of Alberta and its partner(s)</u></b> to establish, fund and operate the proposed academic centre or institute

# CANADIAN INDIGENOUS LANGUAGES AND LITERACY DEVELOPMENT INSTITUTE

## Advisory Council Terms of Reference

### Purpose

The Advisory Council provides advice and guidance to CILLDI in its mission of working in collaboration with Indigenous communities, researchers, and educators to support long-term language sustainability through research, professional development, and education. Specific responsibilities may include:

- Providing advice to the Director on CILLDI's mission and the means of advancing that mission
- Considering proposals from the Director with regard to CILLDI programs, courses, activities, and research
- Providing advice to the Director on community needs and the overall direction of CILLDI
- Advancing CILLDI through effective advocacy within UAlberta and beyond

### Composition

- Dean, Faculty of Arts or designate (Chair)
- Vice-Provost, Indigenous Initiatives or designate
- Dean, Faculty of Education or designate
- Dean, Faculty of Native Studies or designate
- A representative from Alberta Education
- Two members drawn from community-based agencies sharing CILLDI's mission
- Elder(s) or community member(s) representing Canadian Indigenous language communities
- Director, CILLDI

\*Those who are not ex-officio members will be invited to serve by the Chair on the recommendation of the Director.

### Meeting Frequency

The CILLDI Advisory Council will meet at least once per year.

### Committee Support

CILLDI will provide administrative support to the Advisory Council, including keeping official records of meetings.

The records of the CILLDI Advisory Council will be subject to provincial FOIPP legislation.



# CANADIAN INDIGENOUS LANGUAGES AND LITERACY DEVELOPMENT INSTITUTE

## Administrative Board Terms of Reference

### Purpose

The Administrative Board provides the direction necessary for CILLDI to be successfully managed while building an international reputation for working in collaboration with Indigenous communities, researchers, and educators to support long-term language sustainability through research, professional development, and education. Specific responsibilities include:

- Approving the CILLDI annual budget and annual report
- Appointing members of the Operations Committee
- Providing strategic advice to the Director on CILLDI's academic and research program, including the annual summer school
- Advancing CILLDI through effective advocacy within UAlberta and beyond

### Composition

- Dean, Faculty of Arts or designate (Chair)
- Dean, Faculty of Education or designate
- Dean, Faculty of Native Studies or designate
- Chair, Department of Linguistics
- Director, CILLDI

### Meeting Frequency

The CILLDI Advisory Board normally meets two or three times per year, and must meet at least once per year.

### Committee Support

CILLDI will provide administrative support to the Administrative Board, including keeping official records of meetings.

The records of the CILLDI Administrative Board will be subject to provincial FOIPP legislation.

# CANADIAN INDIGENOUS LANGUAGES AND LITERACY DEVELOPMENT INSTITUTE

## Operations Committee Terms of Reference

### Purpose

The Operations Committee provides operational guidance and support to the Director as they advance CILLDI's primary mission of working in collaboration with Indigenous communities, researchers, and educators to support long-term language sustainability through research, professional development, and education.

### Composition

- Director, CILLDI (Chair)
- CILLDI Administrative and Research Assistants with active responsibility for CILLDI operations
- Up to three CILLDI-engaged faculty members from the Faculties of Arts, Education, and Native Studies (with no more than one from any Faculty)
- Other individuals who are actively involved with CILLDI operations
- Assistant Chair (Administration), Department of Linguistics (Observer Member)

\*Appointments are made by the CILLDI Admin Board on the recommendation of the Director.

### Meeting Frequency

The CILLDI Operations Committee meets approximately once per month, as required by the Director.

### Committee Support

CILLDI will provide administrative support to the Operations Committee, including keeping official records of meetings.

The records of the CILLDI Operations Committee will be subject to provincial FOIPP legislation.

DeptID Description	FY2015	FY2016	FY2017	FY2018	FY2019
<b>CILLDI Budget and Expense overview</b>					
<b>A - Revenue</b>	<b>\$ 384,269</b>	<b>\$ 295,230</b>	<b>\$ 228,330</b>	<b>\$ 177,652</b>	<b>\$ 338,694</b>
Internal Sales of Services and Products	\$ -	\$ -	\$ -	\$ -	\$ -
External Sales of Services and Products	\$ -	\$ 46,280	\$ 19,701	\$ 44,239	\$ 43,874
Student Tuition and Fees	\$ -	\$ -	\$ -	\$ -	\$ -
Investment Income	\$ -	\$ -	\$ -	\$ -	\$ -
Distribution Credit	\$ -	\$ -	\$ -	\$ -	\$ -
Transfer - In (Credit)	\$ 294,856	\$ 159,537	\$ 119,116	\$ 44,000	\$ 205,407
Donations and Other Grants	\$ -	\$ -	\$ 100	\$ -	\$ -
Federal and Other Gov't Grants	\$ -	\$ -	\$ -	\$ -	\$ -
Government of Alberta Grants	\$ -	\$ -	\$ -	\$ -	\$ -
Budget Allocation (Operating funds in Linguistic:	\$ 89,413	\$ 89,413	\$ 89,413	\$ 89,413	\$ 89,413
<b>B - Expense</b>	<b>\$ 310,174</b>	<b>\$ 217,240</b>	<b>\$ 179,251</b>	<b>\$ 281,448</b>	<b>\$ 305,123</b>
Academic Salaries - Admin Professional Officers	\$ -	\$ -	\$ -	\$ -	\$ -
Academic Salaries - Faculty	\$ -	\$ -	\$ -	\$ 35,822	\$ 18,044
Academic Salaries - Faculty Service Officers	\$ -	\$ -	\$ -	\$ -	\$ 7,625
Academic Salaries - Graduate Salaries	\$ -	\$ -	\$ -	\$ 1,130	\$ 9,945
Academic Salaries - Other Academic Staff	\$ -	\$ -	\$ 7,704	\$ 19,935	\$ 5,805
Academic Salaries - Professional Librarians	\$ -	\$ -	\$ -	\$ -	\$ -
Academic Salaries - Temporary Academic	\$ 128,708	\$ 104,084	\$ 61,107	\$ 82,966	\$ 110,867
Support Salaries - Support Staff	\$ -	\$ -	\$ -	\$ -	\$ -
Support Salaries - Temporary Staff	\$ 9,769	\$ 16,399	\$ 19,186	\$ 16,867	\$ 27,840
Excluded Salaries	\$ 5,975	\$ 371	\$ -	\$ -	\$ -
Salaries Accruals and Suspense	\$ -	\$ -	\$ -	\$ -	\$ -
Scholarships and Bursaries	\$ 113,760	\$ 61,345	\$ 31,917	\$ 56,143	\$ 36,832
Supplies Services and Sundries	\$ 22,916	\$ 17,874	\$ 23,235	\$ 39,233	\$ 21,139
Utilities	\$ -	\$ -	\$ -	\$ -	\$ -
Communications	\$ 2,318	\$ 2,127	\$ 1,498	\$ 443	\$ 377
Travel	\$ 26,728	\$ 15,039	\$ 34,416	\$ 28,884	\$ 29,441
Maintenance and Repairs	\$ -	\$ -	\$ 188	\$ -	\$ -
Finance and Property Tax	\$ -	\$ -	\$ -	\$ -	\$ -
Rentals	\$ -	\$ -	\$ -	\$ 25	\$ -
Amortization	\$ -	\$ -	\$ -	\$ -	\$ -
Cost of Goods Sold	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Acquisitions	\$ -	\$ -	\$ -	\$ -	\$ -
Debt repayment	\$ -	\$ -	\$ -	\$ -	\$ -
Distribution Debit	\$ -	\$ -	\$ -	\$ -	\$ -
Transfer - Out (Debit)	\$ -	\$ -	\$ -	\$ -	\$ 37,208
<b>C - FLEX</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>FLEX Budget Allocation</b>	<b>\$ 58,221</b>	<b>\$ 71,300</b>	<b>\$ 44,000</b>	<b>\$ 37,208</b>	<b>\$ 30,000</b>
<b>NET REVENUE AND EXPENSES A-B</b>	<b>\$ 74,095</b>	<b>\$ 77,990</b>	<b>\$ 49,079</b>	<b>\$ (103,796)</b>	<b>\$ 33,571</b>

DeptID Description	FY2020	FY2021	FY2022	FY2023	FY2024	Remarks
<b>CILLDI Budget and Expense overview</b>						
<b>A - Revenue</b>	<b>\$ 296,582</b>	<b>\$ 300,725</b>	<b>\$ 304,951</b>	<b>\$ 309,262</b>	<b>\$ 313,659</b>	
Internal Sales of Services and Products						
External Sales of Services and Products	\$ 39,294	\$ 40,080	\$ 40,881	\$ 41,699	\$ 42,533	2% Annual Increase
Student Tuition and Fees						
Investment Income						
Distribution Credit						
Transfer - In (Credit)	\$ 167,875	\$ 171,232	\$ 174,657	\$ 178,150	\$ 181,713	2% Annual Increase
Donations and Other Grants						
Federal and Other Gov't Grants						
Government of Alberta Grants						
Budget Allocation (Operating funds in Linguistics)	\$ 89,413	\$ 89,413	\$ 89,413	\$ 89,413	\$ 89,413	Same from previous years
<b>B - Expense</b>	<b>\$ 261,693</b>	<b>\$ 266,926</b>	<b>\$ 272,265</b>	<b>\$ 277,710</b>	<b>\$ 283,264</b>	
Academic Salaries - Admin Professional Officers						
Academic Salaries - Faculty	\$ 18,405	\$ 18,773	\$ 19,148	\$ 19,531	\$ 19,922	2% Annual Increase
Academic Salaries - Faculty Service Officers						
Academic Salaries - Graduate Salaries	\$ 10,144	\$ 10,347	\$ 10,554	\$ 10,765	\$ 10,980	2% Annual Increase
Academic Salaries - Other Academic Staff						
Academic Salaries - Professional Librarians						
Academic Salaries - Temporary Academic	\$ 113,084	\$ 115,346	\$ 117,653	\$ 120,006	\$ 122,406	2% Annual Increase
Support Salaries - Support Staff						
Support Salaries - Temporary Staff	\$ 18,372	\$ 18,740	\$ 19,115	\$ 19,497	\$ 19,887	2% Annual Increase
Excluded Salaries						
Salaries Accruals and Suspense						
Scholarships and Bursaries	\$ 47,490	\$ 48,440	\$ 49,409	\$ 50,397	\$ 51,405	2% Annual Increase
Supplies Services and Sundries	\$ 25,377	\$ 25,885	\$ 26,402	\$ 26,930	\$ 27,469	2% Annual Increase
Utilities						
Communications	\$ 1,380	\$ 1,408	\$ 1,436	\$ 1,464	\$ 1,494	2% Annual Increase
Travel	\$ 27,440	\$ 27,989	\$ 28,548	\$ 29,119	\$ 29,702	2% Annual Increase
Maintenance and Repairs						
Finance and Property Tax						
Rentals						
Amortization						
Cost of Goods Sold						
Capital Acquisitions						
Debt repayment						
Distribution Debit						
Transfer - Out (Debit)						
<b>C - FLEX</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>FLEX Budget Allocation</b>						
<b>NET REVENUE AND EXPENSES A-B</b>	<b>\$ 34,889</b>	<b>\$ 33,799</b>	<b>\$ 32,687</b>	<b>\$ 31,552</b>	<b>\$ 30,395</b>	



May 6<sup>th</sup>, 2019

Dr. Lesley Cormack  
Dean, Faculty of Arts  
6-33 Humanities Centre  
University of Alberta

Dear Dean Cormack,

I am pleased, as Dean of the Faculty of Native Studies, to offer my support for the formal establishment of the Canadian Indigenous Languages and Literacy Development Institute (CILLDI) as an academic institute under the UAPPOL Centres and Institutes Policy.

For some twenty years CILLDI has been heightening awareness and understanding of issues surrounding language loss in Indigenous communities. The Institute's research and educational initiatives have contributed to the development and implementation of best practices for long-term language sustainability. CILLDI's annual Language Revitalization Summer School has contributed valuable courses and, since 2007, allowed students to earn an extra-to-degree certificate. For a number of years, the Faculty of Native Studies has maintained a productive relationship with CILLDI, and we support the research and educational activities of the Institute.

We have reviewed the CILLDI proposal and confirm our support for the plan to make the Faculty of Arts the administrative and budgetary home of the Institute. As Dean, I am prepared to provide representation on the new CILLDI Administrative Board and Advisory Council.

Sincerely,

---

Dr. Chris Anderson, Ph.D.  
Professor and Dean, Faculty of Native Studies  
Interim Institutional Co-Lead, Indigenous Initiatives

845 Education Centre South  
Edmonton, Alberta, Canada T6G 2G5  
Tel: 780.492.3751  
Fax: 780.492.0236  
[www.education.ualberta.ca](http://www.education.ualberta.ca)

May 10, 2019

Dr. Lesley Cormack  
Dean, Faculty of Arts  
6-33 Humanities Centre  
University of Alberta

Dear Dean Cormack,

As Dean of the Faculty of Education, I am pleased to write in support of the formal establishment of the Canadian Indigenous Languages and Literacy Development Institute (CILLDI) as an academic institute under the UAPPOL Centres and Institutes Policy. For two decades CILLDI has been heightening awareness and understanding of issues surrounding language loss in Indigenous communities and addressing language endangerment by contributing to the development and implementation of best practices in long-term language sustainability. CILLDI's annual Language Revitalization Summer School has contributed valuable courses and, since 2007, allowed students to earn an extra-to-degree certificate. CILLDI has also maintained – and plans to expand – a year-round program of Indigenous languages research and documentation.

The Faculty of Education has a long history of involvement with CILLDI. We have reviewed the CILLDI proposal and confirm our support for the plan to make the Faculty of Arts the administrative and budgetary home of the Institute. As Dean, I am prepared to provide representation on the new CILLDI Administrative Board and Advisory Council.

Sincerely,



Dr. Jennifer Tupper, Ph.D.  
Dean, Faculty of Education



**UNIVERSITY OF ALBERTA**  
**FACULTY OF ARTS**

4-36A Assiniboia Hall  
Edmonton, Alberta T6G 2E7

**Department of Linguistics**

Office of the Chair

Tel: (780) 492-5500

Fax: (780) 492-0806

May 14, 2019

Dr. Lesley Cormack  
Dean, Faculty of Arts  
6-33 Humanities Centre  
University of Alberta

Dear Dean Cormack,

As Acting Chair of Linguistics, I am pleased to confirm my Department's support for the formal establishment of the Canadian Indigenous Languages and Literacy Development Institute (CILLDI) as an academic institute under the UAPPOL Centres and Institutes Policy.

As you know, CILLDI has been working to heighten awareness and understanding of issues surrounding language loss in Indigenous communities for twenty years. The Department of Linguistics has played an important role supporting the Institute's research and educational initiatives and, as the Department home for CILLDI, we are proud to have contributed to the development and implementation of best practices for long-term language sustainability.

Since 2007, CILLDI's annual Language Revitalization Summer School has contributed valuable courses and allowed students to earn an extra-to-degree certificate. The Department of Linguistics will be pleased to continue to support this work and the projected growth in CILLDI's research activities in coming years.

We have reviewed the CILLDI proposal and confirm our support for the governance plan and outline of priorities and objectives outline in that document. As Acting Chair, I am prepared to commit our Department to providing representation on the new CILLDI Operations Committee and Administrative Board and continuing to provide administrative support for CILLDI activities and financial management.

Sincerely,

David Beck, PhD  
Professor and Acting Chair



**Beaver First Nation**  
**Box 270 High Level, AB, T0H 1Z0**  
**P: 780-927-3544**  
**F: 780-927-4064**

August 23, 2019

Dear Dean Cormack,

I am pleased to write to you today in support of the formal establishment of the Canadian Indigenous Languages and Literacy Development Institute at the University of Alberta.

We have been working with CILLDI over the past two years to support our goals of community-based language reclamation and revitalization. In addition to hosting CILLDI courses in our community, we have recently partnered with CILLDI on a two-year project to develop a dictionary and beginner's textbook of Beaver. This proposal was funded for \$100,000 from Alberta Education, and is a key element of our language revitalization strategy. These resources will make the language more accessible to our community members, and will be used on a daily basis in our schools and our community language classes.

We look forward to continue to work with CILLDI on this project and others in the years to come. We also encourage the university to recognize CILLDI as an official institute, and to support its important work for many years to come.

Sincerely,

A handwritten signature in black ink that reads "Leah Lizotte". The signature is written in a cursive, flowing style.

Leah Lizotte  
Education Director  
Beaver First Nation



# 4+ Community Program Paul First Nation



August 27, 2019

Dear Dean Cormack,

I am pleased to write to you today in support of the formal establishment of the Canadian Indigenous Languages and Literacy Development Institute at the University of Alberta.

We have been working with CILLDI over the past two years to support our goals of community-based language reclamation and revitalization. They have provided consultation and support on community language planning, as well as curriculum and materials development. CILLDI is also providing training and support for our Mentor/Apprentice language learning teams.

We have recently partnered with CILLDI on a two-year project to develop a dictionary and beginner's textbook of Stoney. This proposal was funded for \$100,000 from Alberta Education, and is a key element of our language revitalization strategy. These resources will make the language more accessible to our community members, and will be used on a daily basis in our schools and our community language classes.

We look forward to continuing our work with CILLDI on this project and others in the years to come. We also encourage the university to recognize CILLDI as an official institute, and to support its important work for many years to come.

Sincerely,

Jason Gondziola  
4+ Program Designer & Administrator  
Paul First Nation Education Authority

FINAL Item No. 6

**Governance Executive Summary  
Action Item**

<b>Agenda Title</b>	<b>Proposed Program Changes Augustana Faculty: new liberal arts and sciences project-based Core, and new specializations of Law, Crime and Justice; Creativity and Culture; Ethics and Global Studies in the BA Interdisciplinary Studies major</b>
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**Motion:**

THAT the GFC Academic Planning Committee, with delegated authority from General Faculties Council, approve the proposed adoption of a new liberal arts and sciences project-based Core, and the proposal to create new second-level specializations of Law, Crime and Justice; Creativity and Culture; Ethics and Global Studies, in the Bachelor of Arts Interdisciplinary Studies major in Augustana Faculty, as recommended by the GFC Academic Standards Committee to take effect in Fall 2020.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Demetres Tryphonopoulos, Dean, Augustana Faculty
Presenter(s)	Tammy Hopper, Chair, GFC Academic Standards Committee (ASC) Karsten Mündel, Associate Dean – Academic, Augustana Faculty

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposals before the committee are:  1. To approve the adoption of a new Liberal Arts and Sciences project-based Core  2. To approve the creation of new multi-disciplinary fields of study as second-level specializations within the Augustana Bachelor of Arts in Interdisciplinary Studies program.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties. This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).  The work of CICC has resulted in the following proposals being adopted by Augustana Faculty Council during its Spring Workshop sessions on May 9, 2019:  <b><u>Liberal Arts and Sciences Core Changes</u></b> A proposed liberal arts and sciences core provide a focus on project-based learning that complements and expands upon the knowledge and

	<p>skills offered in the Bachelor of Arts, Bachelor of Management, and Bachelor of Science programs in Augustana Faculty, particularly the proposed new second-level specializations in the Bachelor of Arts Interdisciplinary Studies major.</p> <p><b><u>Bachelor of Arts in Interdisciplinary Studies – New Second-Level Specializations (Concentrations)</u></b></p> <p>The development of three new multi-disciplinary learning opportunities within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (with more likely to follow in the near future):</p> <ul style="list-style-type: none"> <li>• Law, Crime and Justice</li> <li>• Creativity and Culture</li> <li>• Ethics and Global Studies</li> </ul> <p>-----</p> <p>To facilitate the realization of a new and dynamic curriculum at Augustana, the Faculty proposed suspending admission into nine current BA majors:</p> <ul style="list-style-type: none"> <li>• Visual Art</li> <li>• Drama</li> <li>• Economics</li> <li>• English</li> <li>• History</li> <li>• Modern Languages</li> <li>• Music</li> <li>• Philosophy &amp; Religion</li> <li>• Political Studies</li> </ul> <p>These suspensions were considered and approved by the GFC Academic Standards Committee, with delegated authority from General Faculties Council, on June 20, 2019. The suspensions were subsequently approved by government August 2, 2019.</p> <p>Current students will be able to finish their studies and receive the Bachelor of Arts in the major that they were admitted into or have the option of switching to the new BA-IDS programs.</p>
<p>Supplementary Notes and context</p>	<p><i>As of July 1, 2019, ASC’s mandate was expanded to include reviewing new program proposals and substantial revisions to programs, and providing recommendations to the GFC Academic Planning Committee (APC). The committee reviewed the proposed changes to programs and recommends that APC approve the changes.</i></p> <p><i>Effective July 1, 2019, ASC no longer holds the delegated authority from GFC to approve program suspensions. Proposals for program suspensions will now proceed to GFC for recommendation to the Board of Governors.</i></p>

Item No. 6

	<i>Effective July 1, 2019, APC will have the GFC delegated authority to approve program terminations when the suspension has been approved by the Board. This change in delegated authority will result in a transition period wherein GFC and the Board will see program suspensions that are proposed after July 1, 2019, and will also see terminations for programs suspended before June 30, 2019.</i>
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**Engagement and Routing** (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p>&lt;For information on the protocol see the <a href="#">Governance Resources section Student Participation Protocol</a> &gt;</p>	<p><b><u>Those who are actively participating:</u></b></p> <ul style="list-style-type: none"> <li>• Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC)</li> <li>• Augustana faculty members and Department Councils in Fine Arts and Humanities, Science, and Social Sciences (Department Council all include undergraduate student representatives).</li> <li>• Augustana Academic Council</li> </ul>
	<p><b><u>Those who have been consulted:</u></b></p> <ul style="list-style-type: none"> <li>• Office of the Provost and Vice-President (Academic) (Tammy Hopper, Andrea Patrick)</li> <li>• University Governance (Meg Brolley)</li> <li>• Office of the Registrar (Melissa Padfield, Norma Rodenburg, Shennella Blake)</li> <li>• Augustana Faculty Council (which includes voting undergraduate student representatives)</li> <li>• Augustana Students' Association Executives members from 2018-19, as well as the incoming Executive for 2019-20</li> <li>• Academic Standards Committee – Subcommittee on Standards for consultation (May 2, 2019)</li> </ul>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Augustana Faculty Council (May 9, 2019) GFC ASC Subcommittee on Standards (for discussion): June 6, 2019 GFC Academic Standards Committee (approval of program suspensions and recommendation on program changes): June 20, 2019 GFC Academic Planning Committee: September 11, 2019</p>

**Strategic Alignment**

<p>Alignment with <i>For the Public Good</i></p>	<p><i>For the Public Good</i> <b>BUILD</b> <b>GOAL:</b> Build a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world. Objective 4: Develop, in consultation and collaboration with internal and external community stakeholders, a thoughtful, respectful, meaningful, and sustainable response to the report of the Truth and Reconciliation Commission of Canada.</p> <ul style="list-style-type: none"> <li>• Strategy1 Foster learning opportunities across our campuses that enable student, staff, and faculty participation in reconciliation.</li> </ul>
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Item No. 6

	<p><b>EXPERIENCE</b>  <b>GOAL:</b> Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.  <b>Objective 7:</b>  Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.</p> <ul style="list-style-type: none"> <li>• <b>Strategy 1</b>  Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally</li> </ul> <p><b>Objective 9:</b>  Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole.</p> <ul style="list-style-type: none"> <li>• <b>Strategy 1</b>  Facilitate and deepen inter-campus connections, communication, and collaborations with Augustana Campus, and ensure that it is strengthened as a leading a liberal arts college, and as a living laboratory for teaching and learning innovation, to the benefit of the entire university.</li> </ul> <p><b>EXCEL</b>  <b>GOAL:</b> Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.  <b>Objective 14:</b>  Inspire, model, and support excellence in teaching and learning.</p> <p><b>ENGAGE</b>  <b>GOAL:</b> Engage communities across our campuses, city and region, province, nation and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.  <b>Objective 17:</b>  Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration.</p> <ul style="list-style-type: none"> <li>• <b>Strategy 2</b>  Incent the development of interdisciplinary and cross-faculty graduate and undergraduate teaching and learning initiatives, including programs, courses, and embedded certificates</li> </ul>		
<p>Alignment with Institutional Risk Indicator</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <input checked="" type="checkbox"/> Enrolment Management  <input type="checkbox"/> Faculty and Staff  <input type="checkbox"/> Funding and Resource Management  <input type="checkbox"/> IT Services, Software and Hardware  <input checked="" type="checkbox"/> Leadership and Change  <input type="checkbox"/> Physical Infrastructure </td> <td style="vertical-align: top;"> <input type="checkbox"/> Relationship with Stakeholders  <input type="checkbox"/> Reputation  <input type="checkbox"/> Research Enterprise  <input type="checkbox"/> Safety  <input checked="" type="checkbox"/> Student Success </td> </tr> </table>	<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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Item No. 6

Legislative Compliance and jurisdiction	Post-Secondary Learning Act GFC Academic Standards Committee Terms of Reference GFC Academic Planning Committee Terms of Reference
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Attachments

1. Attachment 1 Augustana Core Transition (5 pages)
2. Attachment 2 Introduction to Proposed Concentrations APC (11 pages)

*Prepared by:* Jonathan Hawkins, Assistant Registrar – Augustana Campus, [jonathan.hawkins@ualberta.ca](mailto:jonathan.hawkins@ualberta.ca)

## Augustana Faculty Core Transition Change Proposal for the BA and BSc degrees

Current	<u>Proposed</u>
<p><b>Bachelor of Arts (BA)</b></p> <p><b>Overview</b> The Bachelor of Arts degree consists of ★120 arts and science, including at least ★55 arts (see Classification of Courses). The ★120 in the program are made up of the Foundation, Engagement and Knowledge components of the Augustana Core, a major subject, an optional minor, and options, as follows:</p> <p><b>The Augustana Core: Foundation</b> The Augustana Foundation requirement is met by the completion of <u>one of</u> the following courses:</p> <ul style="list-style-type: none"> <li>• AIDS 101 - Topics in Liberal Studies <b>OR</b></li> <li>• AIDS 201 – Foundations in Liberal Studies</li> </ul> <p><b>The Augustana Core: Engagement</b> Engagement requirements consist of five different categories. A student must complete ★12 from at least three of the five categories up to the maximum indicated; courses which satisfy these requirements may overlap with a student's major:</p> <ul style="list-style-type: none"> <li>• Creative &amp; Imaginative Process (maximum ★6)</li> <li>• Diversity and Global Studies (maximum ★6)</li> <li>• Environmental Sustainability (maximum ★6)</li> <li>• Experiential Learning (maximum ★6)</li> <li>• Integrating Knowledge (maximum ★3)</li> </ul> <p>For more detail on which courses may be counted towards these categories, see Augustana Chart 1 Core Engagement Requirements.</p> <p><b>The Augustana Core: Knowledge</b> The ★21 Breadth of Knowledge requirements consist of <u>four</u> different categories; the ★21 credits counted towards these categories may not overlap with a student's first major:</p>	<p><b>Bachelor of Arts (BA)</b></p> <p><b>Overview</b> The Bachelor of Arts degree consists of ★120 arts and science, including at least ★55 arts (see Classification of Courses). The ★120 in the program are made up of the Foundation and Knowledge components of the Augustana Core, a major subject, an optional minor, and options, as follows:</p> <p><b>The Augustana Core: Foundation ★18</b> The Augustana Foundation requirement is met by the completion of the following courses:</p> <ul style="list-style-type: none"> <li>• AIDS 101 - Topics in Liberal Studies (*3)</li> <li>• AIDS 201 – Great Problems Seminar (*3)</li> <li>• AIDS 301 – Major Project (*6)</li> <li>• AIDS 401 – Core Capstone (*6)</li> </ul> <p><b>The Augustana Core: Knowledge ★21</b> The ★21 Breadth of Knowledge requirements consist of <u>three</u> different categories:</p> <ul style="list-style-type: none"> <li>• <u>★9 Fine Arts and Humanities (students must complete at least ★3 in each area)</u></li> </ul>

★3 Fine Arts

★6 Humanities

★6 Science

★6 Social sciences

For the actual classification of Augustana courses within these categories, see Classification of Courses.

**Note:** The same credit may not be counted twice in courses that relate to more than one category within the Foundation, Engagement and Knowledge components of the Augustana Core; that is, a total of 36 different credits must be earned to fulfill these requirements.

**Major subject:**

★42-60 in one discipline or approved interdisciplinary area (with the minimum number of credits specified by the discipline or approved interdisciplinary area), including no more than ★12 at the junior level (except when required in a discipline with a performance component or in an interdisciplinary program that requires junior courses from several different disciplines) and including a minimum of ★9 at the 300- and 400-level, of which at least ★3 must be at the 400-level. Normally no more than ★60 in one discipline will be credited towards the degree. In some cases, a major may also require courses in one or more disciplines outside the major; these may be prerequisites for specific courses in the major and/or courses supporting the major in a more general way (up to a maximum of ★24).

**Note:** A student should be aware that it may not be possible to complete certain combinations of majors, or combinations of majors and minors, without extending the time required to earn the degree.

**Optional minor:**

A minimum of ★18 in one discipline or approved interdisciplinary area, including at least ★12 at the senior level.

**Options:**

★6 Science

★6 Social sciences

For the actual classification of Augustana courses within these categories, see Classification of Courses.

**Note:** The same credit may not be counted twice in courses that relate to more than one category within the Foundation and Knowledge components of the Augustana Core; that is, a total of 39 different credits must be earned to fulfill these requirements.

**Major subject:**

★42-69 in one discipline or approved interdisciplinary area (with the minimum number of credits specified by the discipline or approved interdisciplinary area), including no more than ★12 at the junior level (except when required in a discipline with a performance component or in an interdisciplinary program that requires junior courses from several different disciplines) and including a minimum of ★9 at the 300- and 400-level, of which at least ★3 must be at the 400-level. Normally no more than ★60 in one discipline will be credited towards the degree. In some cases, a major may also require courses in one or more disciplines outside the major; these may be prerequisites for specific courses in the major and/or courses supporting the major in a more general way (up to a maximum of ★24).

**Note:** A student should be aware that it may not be possible to complete certain combinations of majors, or combinations of majors and minors, without extending the time required to earn the degree.

**Optional minor:**

A minimum of ★18 in one discipline or approved interdisciplinary area, including at least ★12 at the senior level.

**Options:**

★0-36 (or more, depending on the amount of



★0-21 (or more, depending on the amount of overlap between the core and the requirements for the major, and/or minor) of the student's choice (see General Regulations Governing Course Selections). A student may choose to use options to work toward a minor, or second major but should be aware that a double major normally requires more than ★120 in the degree program.

## Bachelor of Science (BSc)

### Overview

The Bachelor of Science degree consists of ★120 arts and science, including at least ★66 science (see Classification of Courses). The ★120 in the program are made up of the Foundation, Engagement and Knowledge components of the Augustana Core, a major subject, an optional minor, and options, as follows:

### The Augustana Core: Foundation

The Augustana Foundation requirement is met by the completion of one of the following courses:

- AIDS 101 - Topics in Liberal Studies **OR**
- AIDS 201 – Foundations in Liberal Studies

### The Augustana Core: Engagement

Engagement requirements consist of five different categories. A student must complete ★12 from at least three of the five categories up to the maximum indicated; courses which satisfy these requirements may overlap with a student's major:

- Creative & Imaginative Process (maximum ★6)
- Diversity and Global Studies (maximum ★6)
- Environmental Sustainability (maximum ★6)
- Experiential Learning (maximum ★6)
- Integrating Knowledge (maximum ★3)

For more detail on which courses may be counted towards these categories, see Augustana Chart 1 Core Engagement Requirements.

### The Augustana Core: Knowledge

The ★21 Breadth of Knowledge requirements

overlap between the core and the requirements for the major, and/or minor) of the student's choice (see General Regulations Governing Course Selections). A student may choose to use options to work toward a minor, or second major but should be aware that a double major normally requires more than ★120 in the degree program.

## Bachelor of Science (BSc)

### Overview

The Bachelor of Science degree consists of ★120 arts and science, including at least ★66 science (see Classification of Courses). The ★120 in the program are made up of the Foundation and Knowledge components of the Augustana Core, a major subject, an optional minor, and options, as follows:

### The Augustana Core: Foundation ★18

The Augustana Foundation requirement is met by the completion of the following courses:

- AIDS 101 - Topics in Liberal Studies (\*3)
- AIDS 201 – Great Problems Seminar (\*3)
- AIDS 301 – Major Project (\*6)
- AIDS 401 – Core Capstone (\*6)

### The Augustana Core: Knowledge ★21

The ★21 Breadth of Knowledge requirements consist of three different categories:

consist of four different categories; the ★21 credits counted towards these categories may not overlap with a student's first major:

★3 Fine Arts

★6 Humanities

★6 Science

★6 Social sciences

For the actual classification of Augustana courses within these categories, see Classification of Courses.

**Note:** The same credit may not be counted twice in courses that relate to more than one category within the Foundation, Engagement and Knowledge components of the Augustana Core; that is, a total of 36 different credits must be earned to fulfill these requirements.

#### **Major subject:**

★42-60 in one discipline or approved interdisciplinary area (with the minimum number of credits specified by the discipline or approved interdisciplinary area), including no more than ★12 at the junior level (except when required in a discipline with a performance component or in an interdisciplinary program that requires junior courses from several different disciplines) and including a minimum of ★9 at the 300- and 400-level, of which at least ★3 must be at the 400-level. Normally no more than ★60 in one discipline will be credited towards the degree. In some cases, a major may also require courses in one or more disciplines outside the major; these may be prerequisites for specific courses in the major and/or courses supporting the major in a more general way (up to a maximum of ★24).

**Note:** A student should be aware that it may not be possible to complete certain combinations of majors, or combinations of majors and minors, without extending the time required to earn the degree.

#### **Optional minor:**

A minimum of ★18 in one discipline or approved interdisciplinary area, including at least ★12 at

★9 Fine Arts and Humanities (students must complete at least ★3 in each area)

★6 Science

★6 Social sciences

For the actual classification of Augustana courses within these categories, see Classification of Courses.

**Note:** The same credit may not be counted twice in courses that relate to more than one category within the Foundation and Knowledge components of the Augustana Core; that is, a total of 39 different credits must be earned to fulfill these requirements.

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**Note:** A student should be aware that it may not be possible to complete certain combinations of majors, or combinations of majors and minors, without extending the time required to earn the degree.

#### **Optional minor:**

A minimum of ★18 in one discipline or approved interdisciplinary area, including at least ★12 at the senior level.

the senior level.

**Options:**

★0-~~21~~ (or more, depending on the amount of overlap between the core and the requirements for the major, and/or minor) of the student's choice, (see General Regulations Governing Course Selections). A student may choose to use options to work toward a minor, or second major but should be aware that a double major normally requires more than ★120 in the degree program.

**Options:**

★0-~~36~~ (or more, depending on the amount of overlap between the core and the requirements for the major, and/or minor) of the student's choice, (see General Regulations Governing Course Selections). A student may choose to use options to work toward a minor, or second major but should be aware that a double major normally requires more than ★120 in the degree program.

## **Introduction to the Proposed New Augustana Faculty Bachelor of Arts Interdisciplinary Studies Major Second-Level Specializations (Concentrations)**

As part of the Augustana Faculty Ad hoc Curricular Innovation Coordinating Committee (CICC) report presented to Augustana Faculty Council on May 9, 2019, there was a recommendation to approve the creation of three new second-level specializations in the Bachelor of Arts Interdisciplinary Studies major. These ‘concentrations’ came to Faculty Council as the result of a great deal of work by many faculty members over the 2018-2019 academic year, with ‘concentration’ being the term suggested by CICC as a way to envision the new programs.

Shortly after its inception in August 2018, CICC challenged faculty members at Augustana to envision the creation of new integrative and multi-disciplinary programs – ‘concentrations’. In order to assist in the envisioning discussions, CICC provided a set of guidelines that could serve as a general framework for what a new concentration might look like. The framework included the premises that a concentration should consist of:

- 60-69 credit in total within the concentration
- Multidisciplinary (a maximum of 36 credits in any 1 discipline)
- Meaningful distribution requirement (i.e., embed the current 21-credit ‘Knowledge’ component of the Augustana Core - with required credits in each of Fine Arts, Humanities, Social Sciences, and Science – within the concentration, thus simplifying the degree completion process for students)
- Scaffolded approach
- Quantitative reasoning component
- Experiential learning component
- Writing component
- Speaking component
- Critical thinking component
- Research and methods component

At the same time, CICC worked with the Augustana Faculty Curriculum Committee to design a streamlined version of the remaining Augustana Core (the Foundation and Engagement components), with a vision of building a project-based model for student skill development.

The three concentrations approved on May 9 represent the initial consultations and discussions. These are not intended as a culmination of the project, as further revisions and additional concentrations are likely forthcoming, as additional faculty members and disciplines continue to engage in the curricular renewal project.

The concentrations approved on May 9 are:

- Creativity and Culture
- Ethics and Global Studies
- Law, Crime, and Justice

See below for a brief description and the program requirements for each of the concentrations.

## Creativity and Culture

The University of Alberta's concentration in Creativity and Culture combines the study of literature, visual art, drama, music, and language.

**Who is this concentration for?** This is an ideal course of study for students interested in any facet of literature, language and the fine arts, from appreciation to analysis and creation.

**What does this concentration offer?** This concentration offers students the opportunity to develop skills in critical thinking, research and communication. For students interested in pursuing creative practices, this concentration allows them to develop skills in languages, visual art, drama, music, or creative writing. Our graduates will complete integrated humanities-based undergraduate degrees that will equip them with the analytical skills to reflect critically not simply on the text—broadly understood as any work of cultural production that can be read—but also on the construction of identity and the processes of knowledge production. With regard to success after graduation, Creativity and Culture prepares students to succeed in a range of career paths.

**Why pursue this concentration?** The focus on analyzing and using words, images, and sound trains students to grapple with the diverse information landscapes of the twenty-first century. This concentration also prepares students to thrive in our changing world by teaching them to think critically and flexibly, design and execute complex projects, and share their ideas clearly and effectively. With these skills, our students will go on to succeed in any number of career paths, whether they aspire to work in the arts, in non-profit or for-profit organizations, or to pursue graduate or professional degrees.

**Where is this concentration offered?** This concentration is offered at the University of Alberta's Augustana Campus, located in Camrose. The small-town setting provides students with plenty of opportunities for community service learning, while proximity to Edmonton means that students can easily take advantage of cultural events and institutions in Alberta's capital. Field trips to Edmonton and travel courses are offered regularly. Recent courses include travel to Italy, Greece, Austria, and Germany.

**How does the concentration work?** Students complete requirements in four areas: 1. The Core Curriculum; 2. Text and Theory; and 3. Creative Practice and 4. Languages. Those who want to focus on creative practices or languages take additional courses in their field of interest (Visual Art, Drama, Modern Languages, Music or Creative Writing). Students achieve depth by moving from introductory courses in methods to senior seminars, while also pursuing options that give them flexibility and breadth. While some of the credits must be completed in steps, others can be pursued at any stage of the degree. See the table below for details.

## **New Calendar Entry**

### **Creativity and Culture Program Requirements**

Creativity and Culture combines the study of Text and Theory, Creative Practice, and Language and requires a minimum of ★63 to complete; students who choose to pursue a specialization in Visual Art, Drama, or Music will require ★75.

Text and Theory elements are drawn from courses in Art History, English, Music History, and French, German, and Scandinavian Literature.

Creative Practice elements include courses in Studio Art, Creative Writing, Drama, and Music.

The Language element will typically be satisfied by French, German, Latin, or Norwegian language courses at the appropriate level for a student

### **Requirements**

#### **Text and Theory**

##### **★3 from:**

- AUENG 102 - Critical Reading, Critical Writing
- AUENG 103 - English Literature from the Romantic Period to the Present
- AUSCA 142 - Viking Age Mythology

##### **★3 from:**

- AUART 100 - Introduction to Art History and Visual Culture
- AUMUS 170 - Tuning In: An Introduction to Music

#### **Additional Requirements in Text and Theory**

- ★12 at the 200-level in Text and Theory
- ★9 at the 300-level in Text and Theory. AUPHI 365 or AUSOC 372 may also be counted towards this requirement
- ★3 at the 400-level in Text and Theory

#### **Creative Practice**

##### **★6 from:**

- AUART 111 - Studio Foundation I
  - AUDRA 144 - Improvisation I: Introduction
  
  - AUMUS 100 - Introduction to Music Theory **OR**
  - AUMUS 160 - Theoretical and Analytical Studies I
- Note: Students may only use one of AUMUS 100 or 160 to fulfill this requirement.  
Students intending to complete the Music Specialization must complete AUMUS 160.

#### **Additional Requirements in Creative Practice**

- ★6 at the 200-level in Creative Practice

#### **Language**

★6 in Language

## **Additional Requirements**

★3 at the 400-level in Text and Theory **OR** Creative Practice

### **★6 from:**

- AUIND 101 - Introduction to Indigenous Studies
- AUIND 201 - Introduction to Indigenous Studies
- AUIDS 100 - The World in Progress: Inquiry in the Social Sciences
- AUIDS 230 - Introduction to Gender and Women's Studies
- AULAN 101 - Introduction to Linguistic Analysis
- Any other 100-level or 200-level courses in AUHIS, AUPOL, or AUSOC

### **★6 from:**

- AUCSC 111 - Introduction to Computational Thinking and Problem Solving
- AUCSC 204 - Computing Technology in Modern Society
- AUIDS 137 - Science Laboratory Experiences

## **Specializations**

Students in Creativity and Culture may choose to include a specialization in Visual Art, Drama, or Music. Each specialization requires an additional ★12, along with prescribed courses that overlap with other requirements of the major.

### **Requirements for Visual Art Specialization**

#### **Overlapping courses**

- AUART 100 - Introduction to Art History and Visual Culture
- AUART 111 - Studio Foundation I
- AUART 231 - Drawing I
- AUART 232 - Drawing II
- AUART 411 - Visual Explorations
- ★6 of the 200- and 300-level Text and Theory courses must be in Art History

#### **Additional courses**

- AUART 271 - Painting I
- AUART 272 - Painting II
- AUART 331 - Drawing III
- AUART 371 - Painting III

### **Requirements for Drama Specialization**

#### **Overlapping courses**

- AUDRA 144 - Improvisation I: Introduction
- AUDRA 230 – Acting Techniques I
- AUDRA 239 – Theatre Company
- ★3 at 400-level in AUDRA

#### **Additional courses**

- ★6 additional at the 200-level in AUDRA courses
- AUDRA 350 – Introduction to Directing

- ★3 additional at the 300-level in AUDRA courses

### **Requirements for Music Specialization**

#### **Overlapping courses**

- AUMUS 170 - Tuning In: An Introduction to Music
- AUMUS 160 - Theoretical and Analytical Studies I
- ★6 at the 200-level in Creative Practice in Music
- ★3 at 400-level in AUMUS
- **★6 in Text and Theory from:**
  - AUMUS 224 - Medieval and Renaissance Music
  - AUMUS 225 - Baroque and Classical Music
  - AUMUS 226 - Romantic and Twentieth Century Music
  - AUMUS 227 - History of Vocal Literature
  - AUMUS 229 - History of Piano Literature
  - AUMUS 231 - Lyric Diction
  - AUMUS 235 - Introduction to Conducting
  - AUMUS 236 - Introduction to Choral Techniques, Literature and Interpretation
  - AUMUS 239 - Vocal Pedagogy
  - AUPHI 365 - Aesthetics

#### **Additional courses**

- AUMUS 162 - Aural and Sight Singing Skills I
- AUMUS 260 - Theoretical and Analytical Studies II
- AUMUS 262 - Aural and Sight Singing Skills II
- ★6 additional at the 300-level in AUMUS



## Ethics and Global Studies

### **Purpose:**

Ethics and Global Studies surveys the various human experiences in the modern world and trains students in the skills to make it better. The goal is to develop the student into a well-rounded person, the defining characteristics of which are the capacity for local resilience and global citizenship.

### **Scaffolding:**

- YR 1 introduces students to the constitutive elements of both private and public life through the scholarship on Religion, Philosophy, History, and Politics as well as what it means to be a scholar. They will gain the concepts, approaches, and skills to answer the question, 'Who am I?'
- YR 2-3 allows students to pursue and develop their respective interests on these constitutive elements. During these years, students will hone their research skills and gain cross-cultural experience. Students study both the context and construction of individuals, communities, and nations as well as problematic relationships between them in order to answer the questions, 'Where am I?' and 'What is wrong with the world?'
- YR 4 focuses on integrating the various aspects of modern life they've learned through focusing on a specific problem with the world. Through the capstone, and in conjunction with the skills and opportunities provided by the project-based core, students will learn to recognize equitable relations and propose an intervention in some particular area of their study in order to answer the question, 'How can I make things better?'

### **Objectives:**

Upon completion of their degree, students will be able to:

- Identify causal patterns of social and political behavior.
- Describe and compare a variety of religious and political traditions and organizations.
- Articulate the historical, religious, philosophical, and political causes of global conflicts.
- Analyze and communicate their own social context as well as that of people from different traditions or cultures.
- Evaluate ethical issues in both private and public settings.
- Construct alternative measures or approaches to ethical issues in traditions, institutions, or organizations.

### **Skills and Experiences:**

- Cultural literacy developed through cross-cultural experiences (Semester abroad; travel course; or modern language)
- Qualitative research method (e.g. AUPOL 200 or AUSOC 236)
- Writing, speaking, and critical thinking are integrated throughout Concentration courses. Additionally, a writing-intensive component is taught to ensure students write at least one 3000-word paper during their education
- Experiential learning will be provided through the Concentration courses that have CSL components (eg. AUHIS 261, 369; AUREL 345, 290)

## **New Calendar Entry**

### **Ethics and Global Studies Program Requirements**

Students must complete a minimum of ★63.

#### **Requirements**

- AUHIS 121 – Topics in Global History
- AUPOL 103 – Introduction to Global and Political Studies
- AUREL 100 – Introduction to Religion
- AIDS 370 – Topics in Integrative Studies
- AUSSC 400 – Selected Topics in Social Studies

#### **Additional Requirements**

##### **★6 in Indigenous Studies (AUIND)**

##### **★3 from:**

- AUPOL 200 – The Research Process
- AUSOC 236 – Research Design and Qualitative Method

##### **★3 from:**

- AUPHI 101 – Introduction to Western Philosophy I: Ancient and Medieval Philosophy
- AUPHI 102 – Introduction to Western Philosophy II: Modern Philosophy

##### **★3 from:**

- AUPHI 260 – Ethics
- AUREL 257 – Modern Ethics

##### **★3 in Gender & Body from:**

- AUART 281 – Sex, Gender, and Art
- AIDS 230 – Introduction to Gender and Women's Studies
- AIDS 302 – Exploring Body Issues
- AUREL 325 – Sex and Gender in Ancient Religions

##### **★3 in a Cross-cultural Experience OR ★6 in a Modern Language other than**

**English.** Typically, this requirement will be fulfilled by ★6 in a single language. The Cross-cultural Experience requirement may be satisfied by one of the following:

- AUCLA 294 – Selected Topics in Classical Studies Tour
- AUECO 254 – India Tour
- AIDS 292 – Integrative Studies (Cuba)
- AUPOL 248 – Model United Nations/International Organization

##### **★3 from:**

- AUART 100 – Introduction to Art History and Visual Culture

- AUART 223 – Canadian Art
- AUART 224 – Art and Its Histories
- AUART 225 – Photography: History and Theory
- AUDRA 101 – Play Analysis
- AUMUS 170 – Tuning In: An Introduction to Music

**★6 from:**

- AUCSL 361 – Community Service-Learning Practicum
- AUCSC 111 – Introduction to Computational Thinking and Problem Solving
- AUCSC 204 – Computing Technology in Modern Society
- AUENV 120 – Human Activities and the Natural Environment
- AUENV 220 – Applications in Sustainability
- AUENV 261 – Environmental Science Practicum
- AUENV 324 – Resource and Environmental Management
- AUIDS 137 – Science Laboratory Experiences
- AUSTA 153 – Introductory Applied Statistics
- AUSTA 213 – Statistical Methods

**★15-18 additional in Ethics and Global Studies electives at the 200-level or higher selected from AUHIS, AUPHI, AUPOL, AUREL**

## **Law, Crime and Justice Studies**

### **Learning Objectives:**

Upon completing their degree, students will be able to:

- Articulate how historical and contemporary social, political and legal contexts have shaped justice and social inequality in Canada.
- Explain the causes and consequences of criminal behavior and socio-political responses to crime.
- Understand and analyze the law and crime, integrating political, historical, sociological and psychological perspectives.
- Design and conduct research using qualitative and quantitative methods.
- Communicate effectively in written and oral formats to a variety of audiences

### **Scaffolding:**

- Year 1 will introduce students to key concepts and approaches (AUCRI 160 and AUPSY 103), as well as important skills (AUIDS 100)
- Years 2 & 3 will see students develop a strong foundation in social sciences methods (both qualitative in AUSOC 236 and quantitative in AUPSY 213). Students will also develop their knowledge within their two chosen streams and take required courses in ethics, gender, indigenous studies, and criminology.
- Year 4 focuses on higher-level learning and skill development. Specifically, through the capstone, students will conduct original research that brings together their areas of study.

### **Core Skills:**

- Quantitative reasoning is taught through AUPSY 213 (statistics).
- Research methods are developed in AUSOC 236 and AUPSY 213 and the capstones.
- Writing, speaking and critical thinking are very integrated into this concentration with all courses in the streams engaging in skill development in these areas.
- Experiential learning occurs in various ways, but primarily through AUSOC 339 Fieldwork Methodology and AUHIS 467 Collaborative Research Seminar.

## **New Calendar Entry**

### **Law, Crime and Justice Studies Program Requirements Requirements**

- AUCRI 160 - Introduction to Crime, Corrections & Community
- AIDS 100 - The World in Progress: Inquiry in the Social Sciences
- AUPSY 103 – Introduction to Psychology
- AUSOC 101 – Introducing Sociology: Principles and Practice
- AUCRI 225 – Criminology: A Canadian Perspective
- AUPHI 260 – Ethics
- AUPSY 213 – Statistical Methods for Psychological Research
- AUSOC 232 – Theoretic Developments in Sociology I
- AUSOC 236 – Research Design and Qualitative Methods
- AUHIS 480 – The Historian’s Craft: Historiography

### **Additional Requirements**

#### **★3 in Gender from:**

- AUHIS 271 – The History of Women in Canadian Society
- AIDS 230 – Introduction to Gender and Women’s Studies
- AUPOL 355 – Gender and Politics
- AUSOC 275 – Sex, Gender, and Society
- AUSOC 377 – Theoretical Approaches to Gender

#### **★3 in Indigenous Studies from:**

- AUHIS 369 – History of Canada’s Aboriginal Peoples
- AUIND 101 – Introduction to Indigenous Studies
- AUIND 201 – Introduction to Indigenous Studies
- AUIND 399 – Theories in Indigenous Studies
- AUIND 499 – Theories in Indigenous Studies

★6 in a Modern Language other than English

★3 in Fine Arts

**★24 in two of the following areas of specialization, with ★12 in each specialization (see Notes below):**

#### **Crime, Deviance and Social Control:**

- AUCRI 200 – Young Offenders and the Law
- AUCRI 222 – Canadian Social Issues
- AUCRI 224 – Studies in Deviant Behaviour
- AUCRI 327 – Crimes of the Powerful
- AUSOC 339 – Fieldwork Methodology

**Law, History and Justice:**

- AUHIS 260 – An Introduction to the Study of Canadian History to 1867
- AUHIS 261 – An Introduction to the Study of Canadian History, 1867 to the Present
- AUHIS 271 – The History of Women in Canadian Society
- AUHIS 360 – Selected Topics in Canadian History
- AUHIS 467 – The Collaborative Research Seminar: Selected Topics in Canadian History

**Politics, Society and Justice:**

- AUCRI 222 – Canadian Social Issues
- AUPOL 329 – Politics and Culture
- AUPOL 355 – Gender and Politics
- AUPSY 338 – Intimate Relationships and Human Sexuality
- AUSOC 263 – The Social Theory of Community
- AUSOC 393 – Political Sociology

**Profiling and Personality:**

- AUCRI 488 – Forensic Psychology
- AUPSY 220 – Personality
- AUPSY 240 – Social Psychology
- AUPSY 256 – Developmental Psychology
- AUPSY 346 – Community Psychology

**Notes:**

1. Courses may only count towards one of the specializations.
2. Courses in the specializations may overlap with the general major requirements, but students must complete a minimum of ★60 in the Law, Crime and Justice major.
3. Some courses in the specializations may require prerequisites. Students should take this into consideration when planning their degree.

FINAL Item No. 7

**Governance Executive Summary**  
**Action Item**

<b>Agenda Title</b>	<b>2020-2021 Tuition Fee Proposal for Incoming International Students (Remaining Programs)</b>
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**Motion**

THAT the GFC Academic Planning Committee, with delegated authority from the General Faculties Council, recommend that the Board of Governors approve tuition fees as set forth in Attachment 1 to take effect for the Fall 2020 intake of new international students.

**Item**

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Provost and Vice-President (Academic) and Vice-President (Finance & Administration)
Presenter(s)	Steven Dew, Provost and Vice-President (Academic) and Gitta Kulczycki, Vice-President (Finance & Administration)

**Details**

Responsibility	Provost and Vice-President (Academic) and Vice-President (Finance & Administration)
The Purpose of the Proposal is <i>(please be specific)</i>	To propose tuition fees for the Fall 2020 intake of new international students, compliant with the requirements imposed by An Act to Improve the Affordability and Accessibility of Post-secondary Education (Bill 19) and associated Alberta Tuition Framework and Guidelines.  Note that the international tuition rates for the majority of programs were approved by the Board of Governors, on the recommendation of APC, in June 2019.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	This proposal is comprised of the remainder of the international tuition rates that need to be approved by the Board of Governors as a result of the new tuition model and the regulatory changes required by Bill 19.  Bill 19 requires universities to provide all incoming international students starting in Fall 2020 with a maximum total tuition guarantee, along with annual maximum tuition amounts for the standard length of the program of study to which the student has been admitted.  The international tuition rates that need to be approved include: <ul style="list-style-type: none"> <li>• Doctor of Pharmacy (Pharm D)</li> <li>• Juris Doctor (JD) Program</li> <li>• Doctor of Dental Surgery</li> <li>• Bachelor of Science in Dental Hygiene</li> <li>• Master of Science in Integrated Petroleum Geosciences</li> <li>• Campus Saint-Jean - Centre collégial de l'Alberta (Diploma and Certificate Programs)</li> <li>• Rehabilitation Medicine - Undergraduate Special and Visiting Students</li> <li>• Medicine and Dentistry - Undergraduate Special and Visiting Students</li> <li>• English Language School (Graduate and Undergraduate Courses)</li> </ul>

Item No. 7

	<p>In setting these rates the Office of the Registrar worked with the Office of the Provost, FGSR, and the contacts within the faculties and departments themselves. All proposed rates have been reviewed and approved by the Dean of each faculty. It is of note that the numbers of international students who register in the programs listed above are very low, however, we still need an approved international tuition rate in order to be compliant with the new legislation.</p> <p>In addition to the programs listed above there are a number of courses and programs that are currently classified as Cost Recovery. Under the new regulations, most of these will transition to regulated tuition. Given this change, we will need to determine whether or not a separate international rate, above the current established rate, is required. As a result of the timelines for approval and consultation, as well as the enrolment profile of these programs and courses (low international students), we will <b>not</b> be establishing new international rates for the 2020 intake. Proposals for Fall 2021 international tuition this coming Spring will contain any new international rates for former-cost recovery programming. Over the course of Fall 2019 the Office of the Registrar will be working with faculties and program administration to determine appropriate rates. The rate communicated to international students entering these courses and programs in the 2020/21 academic year will be the current approved rate.</p> <p>Note that the attached rates would only apply to incoming international students, starting in Fall 2020. Fall 2020 tuition for domestic students and for existing international students will be brought forward in a future proposal.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

**Engagement and Routing** (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p>&lt;For information on the protocol see the <a href="#">Governance Resources section Student Participation Protocol</a>&gt;</p>	<p><b><u>Those who are actively participating:</u></b></p> <ul style="list-style-type: none"> <li>• Office of the Provost and Vice-President (Academic)</li> <li>• Office of the Vice-President (Finance and Administration)</li> <li>• Strategic Analysis and Data Warehouse</li> <li>• Office of the Registrar</li> <li>• Faculty of Graduate Studies and Research</li> <li>• Office of Resource Planning</li> <li>• University of Alberta International</li> </ul> <p><b><u>Those who have been consulted:</u></b></p> <ul style="list-style-type: none"> <li>• Tuition Budget Advisory Committee (including representatives of the Students' Union and the Graduate Students' Association): (August 29, May 31, May 21, May 14, April 24, January 23)</li> <li>• Deans' Council</li> <li>• President's Executive Committee</li> </ul>
Approval Route (Governance) (including meeting dates)	<p>GFC Academic Planning Committee – September 11, 2019 Board Finance and Property Committee – September 24, 2019 Board of Governors – October 18, 2019</p>



**Strategic Alignment**

Alignment with <i>For the Public Good</i>	<p><b>Build</b> a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world.</p> <p><b>Sustain</b> our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p>	
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act of Alberta</i> APC Terms of Reference	

Attachments

1. Proposed Tuition Rates for Incoming International Students 2020/21 (Remaining Programs) (1 page)

*Prepared by:* Kathleen Brough, SAO, Office of the Provost and Vice-President (Academic)

Revised August 27, 2019

**International Student Cohort 2020-21**

<b>2020-21 International Undergraduate Cohort</b>	<b>Program Total</b>	<b>Annual (Fall and Winter)</b>	<b>Spring or Summer</b>	<b>Credits</b>
Doctor of Pharmacy (Pharm D) (4 yrs)	\$200,000.00	\$50,000.00	\$12,500.00	141
Juris Doctor (JD) Program (3 yrs)	\$141,942.78	\$47,314.26	\$11,828.57	92
Doctor of Dental Surgery (4 yrs)	\$ 357,045.80	\$89,261.44	\$22,315.36	214
Bachelor of Science in Dental Hygiene (3 yrs)	\$101,968.92	\$33,989.64	\$8,497.41	99.5

<b>2020-21 International Graduate Cohort</b>	<b>Per Course Rate</b>
Master of Science - Integrated Petroleum Geosciences (Course Based)	\$3,099.24

<b>2020-21 International College</b>	<b>Program Total</b>	<b>Annual (Fall and Winter)</b>	<b>Spring or Summer</b>	<b>Credits</b>
College Saint-Jean - Diploma (2 yrs)	\$25,000.00	\$12,500.00	\$3,125.00	60
College Saint-Jean - Certificate (1 yr)	\$12,500.00	\$6,250.00	\$1,562.50	30

<b>2020-21 Per Course Items</b>	<b>Payment per Course (Indexed to 3 units of Course Weight)</b>
Rehabilitation Medicine - Undergraduate Special and Visiting Students only	\$2950
Medicine Dentistry - Undergraduate Special and Visiting Students only	\$2950
English Language School - All courses taken by Undergraduate or Graduate Students	\$2950