
The following Motions and Documents were considered by the GFC General Faculties Council at its Monday, April 29, 2024 meeting:

Agenda Title: **New Members of GFC**

CARRIED MOTION 1: TO APPOINT/REAPPOINT:

The following undergraduate student representatives to serve on GFC for terms commencing May 1, 2024 and ending April 30, 2025:

- Nathan Thiessen Arts
- Angelina Raina Arts
- Nathan Perez Arts
- Rebeca Avila Arts
- Fardeen Chowdhury Arts
- Ramish Raza Arts
- Nate Goetz Augustana
- Katie Tamsett Agricultural, Life and Environmental Sciences
- Mohit Makhija Business
- Mikael Schmidtke Engineering
- Madiha Maroof Engineering
- Asha Jama Nursing
- Pedro Almeida Science
- Angelina Botros Science
- Hannan Sandhu Science

The following undergraduate student members elected by the Students' Union to the Board of Governors and appointed to GFC for a term that is concurrent with terms on the Board (May 1, 2024 to April 30, 2025):

- Lisa Glock President, Students' Union
- Adrien Lam Student Appointee (Board of Governors Representative)

The following graduate student member elected by the Graduate Students' Association to the Board of Governors and appointed to GFC for a term that is concurrent with a term on the Board (May 1, 2024 to April 30, 2025):

- Muhammed Haseeb Ashad President, Graduate Students' Association

CARRIED MOTION 2: TO RECEIVE:

The following statutory undergraduate student members nominated by the Students' Union to serve on GFC for terms beginning May 1, 2024 and ending April 30, 2025:

- Layla Alhussainy Students' Union Nominee
- Renson Alva Students' Union Nominee

The following statutory graduate student member nominated by the Graduate Students' Association to serve on GFC for terms beginning May 1, 2024 and ending April 30, 2025:

- Rija Kamran

Graduate Students' Association Nominee

Final Item: 4.

Agenda Title: **Proposed Changes to Academic Standing Regulations for Graduate Students, Faculty of Graduate and Postdoctoral Studies**

CARRIED MOTION:

That the General Faculties Council, on the recommendation of the GFC Programs Committee, approve the changes to the Academic Standing, Academic Probation and related portions of the Calendar for Graduate Regulations (as noted), for implementation upon approval and inclusion as addenda in the 2024-2025 calendar.

Final Item: 5.

Agenda Title: **GFC Motion on Bill 18**

CARRIED MOTION:

Be it resolved THAT the General Faculties Council at the University of Alberta is opposed to Bill 18 as proposed, and unless post-secondary institutions are fully exempted from any and all provisions of Bill 18, calls on the Government of Alberta to withdraw Bill 18 in its entirety. Further, the General Faculties Council at the University of Alberta respectfully requests the President of the University of Alberta to notify the Premier and Minister of Advanced Education.

Final Item: 6.

Agenda Title: **Student Academic Integrity Policy Suite**

CARRIED MOTION:

THAT the General Faculties Council approve the Student Academic Integrity Policy and associated Procedures identified in attachments 1 through 5, and rescind the Code of Student Behaviour, both to take effect September 1, 2024.

Final Item: 7.

Agenda Title: **Exam Rescheduling Procedure**

CARRIED MOTION:

THAT the General Faculties Council approve the proposed UAPPOL Exam Rescheduling Procedure, as set forth in Attachment 1, to take effect September 3, 2024.

Final Item: 8.

Agenda Title: **Proposed revisions to the Terms of Reference for the GFC Academic Planning Committee, Committee on the Learning Environment, and Programs Committee and Proposed Disbanding of the Student Conduct and Policy Committee**

New Members of GFC**MOTION I: TO APPOINT/REAPPOINT:**

The following undergraduate student representatives to serve on GFC for terms commencing May 1, 2024 and ending April 30, 2025:

- Nathan Thiessen Arts
- Angelina Raina Arts
- Nathan Perez Arts
- Rebeca Avila Arts
- Fardeen Chowdhury Arts
- Ramish Raza Arts
- Nate Goetz Augustana
- Katie Tamsett Agricultural, Life and Environmental Sciences
- Mohit Makhija Business
- Mikael Schmidtke Engineering
- Madiha Maroof Engineering
- Asha Jama Nursing
- Pedro Almeida Science
- Angelina Botros Science
- Hannan Sandhu Science

The following undergraduate student members elected by the Students' Union to the Board of Governors and appointed to GFC for a term that is concurrent with terms on the Board (May 1, 2024 to April 30, 2025):

Lisa Glock	President, Students' Union
Adrien Lam	Student Appointee (Board of Governors Representative)

The following graduate student member elected by the Graduate Students' Association to the Board of Governors and appointed to GFC for a term that is concurrent with a term on the Board (May 1, 2024 to April 30, 2025):

Muhammed Haseeb Ashad	President, Graduate Students' Association
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MOTION II: TO RECEIVE:

The following statutory undergraduate student members nominated by the Students' Union to serve on GFC for terms beginning May 1, 2024 and ending April 30, 2025:

Layla Alhussainy	Students' Union Nominee
Renson Alva	Students' Union Nominee

The following statutory graduate student member nominated by the Graduate Students' Association to serve on GFC for terms beginning May 1, 2024 and ending April 30, 2025:

Rija Kamran	Graduate Students' Association Nominee
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FINAL ITEM NO. 5Decision Discussion Information **ITEM OBJECTIVE:** Propose Changes to Academic Standing Regulations for Graduate Students

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

MOTION: That the General Faculties Council, on the recommendation of the GFC Programs Committee, approve the changes to the Academic Standing, Academic Probation and related portions of the Calendar for Graduate Regulations (as noted), for implementation upon approval and inclusion as addenda in the 2024-2025 calendar.

EXECUTIVE SUMMARY:

The proposal is before the committee to discuss changes to areas of the calendar related to graduate student Academic Standing and Academic Probation, including:

- Academic Standing
 - Failure in or Failure to Complete a Course or Research Work
 - Repeating Courses
 - Minimum Academic Requirements
- Convocation

A review of the policies on the following topics will provide updates, clarity, and transparency to these and other related items:

- Failed grades and GPA calculation
- Replacing courses with the same course (if core/required) or approved alternate
- Number of times a student may attempt to repeat or replace a failed grade
- Maximum allowable credits of failed coursework in a graduate program

The proposed changes will facilitate administrative decisions related to failed grades/academic standing and program progression for graduate students. They will also ensure students are not negatively impacted by a single failed grade once it has been successfully replaced/remediated. In those instances where a student is not able to successfully meet their program's requirements, clearer and more consistent thresholds are set out (e.g. maximum allowable failed credits).

In all instances, a supervisor/academic unit can request exceptions be considered to allow a student to continue in their program with a clear plan in place so as to regain satisfactory academic standing.

ITEM NO. 5

The changes will be easier to manage/monitor, more inclusive of student support/success, and allow for earlier intervention and remediation where necessary.

Supporting Materials:

1. Calendar Language Change: Academic Standing, Academic Probation and Related Changes

SCHEDULE A:**Engagement and Routing****Approval Route:**

- Early Discussions at GPST, PRC and GEFAC - Fall 2021
- GEFAC - December 2, 2021
- GPST - January 24, 2022
- **PRC - February 2, 2022 (Approved)**
- GEFAC - February 3, 2022
- GFC Programs Committee - February 10, 2022 (Discussion)
- FGSR Council (Distributed; introduced) - February 22, 2022
- **FGSR Council - March 30, 2022 (Approved)**
- **GFC Programs Committee - April 14, 2022 (Approved)**
- **GFC Executive Committee - April 8, 2024 (For placement on the GFC Agenda)**
- **GFC Programs Committee - April 11, 2024 (For information)**
- **General Faculties Council - April 29, 2024 (For Final Approval)**

Supplementary Notes / Context from University Governance:

In Spring, 2022, the Faculty of Graduate Studies and Research (FGSR) brought forward four various proposals for approval.. In two different meetings, proposals were brought forward and approved by the GFC Programs Committee. First, on [March 17, 2022, three proposals were approved by the GFC Programs Committee](#):

- Proposed Changes to Course Requirements for Graduate Programs, FGSR
- Proposed Changes to Extra-to-Degree Regulations for Graduate Programs, FGSR
- Proposed Changes to Transfer Credits and Requirements for Graduate Programs, FGSR

Then, on [April 14, 2022 GFC Programs Committee approved the Proposed Changes to Academic Standing Regulations for Graduate Programs](#) (as attached).

However, when the March 17th Proposals were brought to [GFC on May 2, 2022](#), members requested that the three proposed decision-items be transformed into discussion items. In light of this change, FGSR decided to pause decision-making on all four proposals.

The Proposal for Academic Standing Regulations is now coming forward for approval.

CURRENT	PROPOSED
<p>Regulations of the Faculty of Graduate & Postdoctoral Studies</p> <p>[...]</p> <p>Academic Standing</p> <p>[...]</p> <p>[Re-ordered from below]</p> <p>Minimum Faculty Academic Requirements</p> <p>Regardless of the student's category, the pass mark in any course taken while registered in the Faculty of Graduate & Postdoctoral Studies is a grade of C+.</p> <p>All students in degree programs (including time spent as a qualifying graduate student) or diploma or certificate programs must maintain a minimum cumulative grade point average of 2.7 throughout the course for the duration of their program. (In cases where the cumulative grade point average falls between 2.3 and 2.7, departments may recommend the student be required to withdraw, or continuation in the program for a specified probationary period; in any case, convocation shall not take place with a cumulative grade point average of less than 2.7.) Notwithstanding the above, a student whose cumulative grade point average falls below 2.7 may be required to withdraw.</p> <p>The above are minimum grades and grade point averages acceptable to the Faculty of Graduate & Postdoctoral Studies. Individual departments may require higher grades than these.</p> <p>Students in thesis-based programs must ensure they complete, with their supervisor and/or supervisory committee, a Progress Report <link to new section> and submit it to GPS at least once annually.</p> <p>[...]</p>	<p>Regulations of the Faculty of Graduate & Postdoctoral Studies</p> <p>[...]</p> <p>Academic Standing</p> <p>[...]</p> <p>Minimum Academic Requirements</p> <p>The GPS minimum cumulative grade point average required to remain in satisfactory academic standing is 2.7 on a scale of 4.0. Students must achieve, at minimum, a passing grade of C+ in any course taken in their degree program.</p> <p>Note: Some graduate programs may have higher approved academic standing requirements than those specified by GPS (both GPA and passing course grades), and students should consult their academic units for further information (see Graduate Programs). Where a program has higher approved minimum academic standing requirements, the student must adhere to those specified by the graduate program and cannot default/downgrade to the GPS minimums.</p> <p>Students who fail to maintain these minimum academic standing requirements as outlined by GPS and/or their graduate program will normally be required to withdraw unless the academic unit recommends a plan of remediation for the student to complete within a specified time period. Any such plan must be approved by the Dean of GPS.</p> <p>Students may also choose to voluntarily withdraw. However, there may be academic record and fee implications for withdrawing from a program and from courses. Students should discuss this option with their supervisor/advisor, academic unit, and GPS, and should consult Changes to Registration, Registration, and Tuition and Fees.</p> <p>Students in thesis-based programs must ensure they complete, with their supervisor and/or supervisory committee, a Progress Report <link to new section> and submit it to GPS at least once annually.</p> <p>[...]</p>

Failure in or Failure to Complete a Course or Research Work

Satisfactory performance in the coursework component of a graduate program entails completion of all courses taken as part of the student's program requirements (~~i.e., courses designated as extra to the student's program requirements~~ are excluded). ~~Normally,~~ the minimum acceptable passing grade ~~in individual courses~~ is C+ (see [Minimum Faculty Requirements](#) below); ~~however, some departments may require higher grades.~~

~~Graduate students are not permitted to take reexaminations. Regardless of their category,~~ students who do not obtain an acceptable grade, or fail to complete a course that is required as part of their graduate program, must ~~have the approval of the department~~ and the Faculty of Graduate & Postdoctoral Studies to retake the course ~~and~~ must obtain a passing grade. ~~Alternatively, students may take an alternate course recommended by the department and approved by the Faculty of Graduate & Postdoctoral Studies, but they must also obtain a passing grade.~~

~~In calculating a student's CGPA, the original failing grade will be included. The failing grade and the grade achieved for the repeated or substitute course will appear on the student's transcript. A Grade of IN5 is counted as a numeric grade of 0.0 in the computation of the CGPA.~~

~~A student whose course and/or research work is unsatisfactory may at any time be required to withdraw.~~

[...]

Failure in or Failure to Complete a Course or Research Work

Satisfactory performance in the coursework component of a graduate program entails completion of all courses taken as part of the student's program requirements (courses **declared extra-to-degree** are excluded). The **GPS** minimum acceptable passing grade is C+ per course (see [Minimum Faculty Requirements](#)); **however, individual programs may set higher standards that students are required to meet.**

Students who do not obtain an acceptable **passing** grade, or fail to complete a course that is required as part of their graduate program, must **seek approval from their academic unit** and the Faculty of Graduate & Postdoctoral Studies to retake the course. **Once approved to retake the course, the student must minimally obtain a passing grade of C+, or the minimum noted by their graduate program, if it is higher.**

A failed course that is required and/or core must be replaced with the same course. If the failed course is not a required and/or core course, an alternate course may be taken to remediate the failure as recommended by the academic unit and approved by GPS. The alternate course must be at the same level or higher as the failed course and it must be successfully completed with at least a passing grade of C+, or the minimum noted by the graduate program, if it is higher.

When the failed course has been successfully remediated/replaced, the new grade will be included in the calculation of the student's CGPA. While the original failed course grade will no longer be included in the CGPA, it will remain on the student's transcript.

A student may attempt to repeat or replace a failed course only once. Students who earn a grade of C or lower in more than six credit hours of coursework are normally required to withdraw from their graduate program. Some graduate programs may have approved thresholds for allowable failed course credits that exceed those set by GPS and students are advised to consult with their academic units accordingly.

Note: In exceptional circumstances, the academic unit can submit a request to the Dean of GPS to consider and approve remedial recommendations that fall outside of those noted above.

Thesis-based students may also be required to withdraw when they fail to meet satisfactory progress in their research work. Should a student find themselves in such a situation, the supervisor and/or academic unit will develop a plan that sets out attainable milestones and timelines to ensure the student understands what is required to successfully progress. Such a plan should be set out using the Progress Report [add LINK], which can be completed once every 12-months or once every academic term. Should a student require more attentive support, regular check-ins are encouraged to assess progression towards meeting the milestones and timelines set out in the plan. (See: Required to Withdraw) [...]

Repeating Courses

- Students may not repeat any successfully completed university course or course for which transfer credit has been awarded ~~, except with the written approval of the Dean, GPS.~~
- ~~Only one re-registration for credit or audit will be permitted in any failed university course, except with the written approval of the Dean, GPS.~~
- ~~Only one re-registration for credit or audit will be permitted in any university course in which a student has received a final grade of W, except with the written approval of the Dean, GPS.~~
- ~~If a student contravenes regulations listed above, the Dean of GPS may withhold credit or indicate the course as extra to the degree on the registration that contravenes the regulation.~~
- ~~Students may repeat a first term course in the second term, if it is offered, as long as the student complies with regulations listed above.~~
- Students may re-register in the 900-level capstone courses and in thesis (THES) ~~as often as is required~~

~~Students are responsible for monitoring the number of times they have repeated a course. Withdrawals (W) from courses will be considered together with failing grades when a faculty is restricting the number of multiple registrations in a course.~~

~~[Minimum Academic Requirements section reordered to above]~~

Academic Probation

~~Academic probation is used to address deficiencies in program or performance standards relevant to a student's particular program of studies such as CGPA, or progress in research. The conditions attached to a period of academic probation are designed to meet the specific needs of a student's academic situation.~~

~~When a student's term or cumulative grade point average falls between 2.3 and 2.7 or the minimum required by the program (See Graduate Programs), departments may recommend to the Faculty of Graduate & Postdoctoral Studies continuation in a graduate program on academic probation for a specified period.~~

~~For students in thesis-based programs, a student rating of 'In Need of Improvement' on a Progress Report will normally result in a recommendation for Academic Probation as determined by the supervisor and/or supervisory committee in consultation with the student.~~

[...]

Repeating Courses

- Students may not repeat any successfully completed university course or course for which transfer credit has been awarded.
- **A student may attempt to repeat or replace a failed course only once.**
- Students may re-register in **900-level** capstone courses, **capping exercises, or practicums**, and in thesis (THES) **for the length of time required to complete the requirement provided it does not exceed the time limits approved for program completion.**

[Minimum Academic Requirements section reordered to above]

[...]

Require to Withdraw

Departments may recommend to GPS that students be required to withdraw on academic grounds. Reasons for the recommendation include:

- Failure to maintain the adequate academic standing; failure to meet requirements set out in a conditional admission; candidacy or final oral examination failure; or expiry of program time limit. Requests to require to withdraw for these reasons must be documented in the academic record or student's file: **for example**, grades, exam reports, **etc**;
- Failure to make satisfactory academic progress in other aspects of the program, such as adequate progress in research. Requests to require to withdraw for these reasons **should** be supported by evidence that the process of feedback, assessments and warnings has been followed;
- Failure to complete the practicum component of a graduate program, if that practicum component is an integral part of the program;
- Failure of the department to secure alternate supervision for a thesis-based student following dissolution of a supervisory relationship (see Resolving Conflicts in Supervisor-Student Relationships) as it is an academic requirement that thesis-based students have a supervisor (see Appointment of the Supervisor(s)).
- For students in thesis-based programs, two consecutive student ratings of 'In Need of Improvement' or one rating of 'Unsatisfactory' on their Progress Report will normally result in a recommendation to withdraw from their program.

The following considerations apply:

- **Cannot require to withdraw except for** just cause;
- Students shall be given adequate warning, feedback and timelines related to what is the nature of the inadequate progress, what special performance would be required to rectify the inadequacy, and what is the timeline for demonstration of the required improved performance;
- Student should be given an opportunity to respond in writing to any warning given;
- Meetings with appropriate advisors (members of supervisory committee; Chair's designate, etc.) may assist the process of providing adequate warning and advice.

The decision to require a student to withdraw rests with the **Associate Deans, GPS**. Students may appeal to the GPS Academic Appeals Committee. For details, see **Appeals and Grievances**.

Require to Withdraw

Departments may recommend to GPS that students be required to withdraw **from their graduate program** on academic grounds. Reasons for the recommendation **may** include:

- Failure to maintain the adequate academic standing; failure to meet requirements set out in a conditional admission; candidacy or final oral examination failure; or expiry of program time limit. Requests to require to withdraw for these reasons must be documented in the academic record or student's file (e.g. grades, exam reports);
- Failure to make satisfactory academic progress in other aspects of the program, such as adequate progress in research. Requests to require a student to withdraw for these reasons **must** be supported by evidence that the process of feedback, assessments, and warnings has been followed. **This evidence should be recorded in the student Progress Report;**
- Failure to complete the practicum component of a graduate program, if that practicum component is an integral part of the program; **and/or,**
- Failure of the department to secure alternate supervision for a thesis-based student following dissolution of a supervisory relationship (see Resolving Conflicts in Supervisor-Student Relationships) as it is an academic requirement that thesis-based students have a supervisor (see Appointment of the Supervisor(s)).
- For students in thesis-based programs, two consecutive student ratings of 'In Need of Improvement' or one rating of 'Unsatisfactory' on their Progress Report will normally result in a recommendation to withdraw from their program.

The following considerations apply:

- **Students cannot be withdrawn from their program without** just cause;
- Students shall be given adequate warning, feedback and timelines related to what is the nature of the inadequate progress, what special performance would be required to rectify the inadequacy, and what is the timeline for demonstration of the required improved performance;
- Student should be given an opportunity to respond in writing to any warning given;
- Meetings with appropriate advisors (members of supervisory committee; Chair's designate, etc.) may assist the process of providing adequate warning and advice.

The decision to require a student to withdraw rests with the **Dean, GPS or designate**. Students may appeal **a decision to withdraw** to the GPS Academic Appeals Committee. (For details, see **Appeals and Grievances**.)

[...]

[...]

Convocation

There are two convocations each year, normally held in June and November. Students must apply for graduation on Bear Tracks (<https://www.beartracks.ualberta.ca>) in accordance with the deadlines published in [Academic Schedule, Dates, and Deadlines](#).

~~In order to convocate~~, students in thesis programs must complete all coursework and submit their thesis to the Faculty of Graduate & Postdoctoral Studies by the deadline dates specified in the Academic Schedule.

Departments that require a thesis-equivalent may have **special** submission procedures. See [Graduate Programs](#). For further details on thesis submission refer to the [Thesis Requirements and Preparation page](#) on the GPS website.

Students in course-based programs must complete all **program** requirements prior to the deadlines set out in the Academic Schedule.

It is the responsibility of the **department** to forward a completed *Report of Completion for Course-based Master's Degree* form to the Faculty of Graduate & Postdoctoral Studies by the deadline dates specified in the Academic Schedule, to ensure that the student's name will be included in the convocation list.

[...]

Convocation

There are two convocations each year, normally held in June and November. Students must apply for graduation on Bear Tracks (<https://www.beartracks.ualberta.ca>) in accordance with the deadlines published in [Academic Schedule, Dates, and Deadlines](#).

Thesis-based programs:

To be eligible for convocation, students in thesis programs must **successfully** complete all coursework, **(including remediating/replacing all failed grades) as required by their program, all other approved requirements including GPS's Ethics and Academic Citizenship requirement**, and submit their thesis to the Faculty of Graduate & Postdoctoral Studies by the deadline dates specified in the Academic Schedule.

Students must also be in good academic standing to be eligible to apply for convocation including having at minimum a 2.7 CGPA in their degree program, or the minimum required by the graduate program, if it is higher.

Departments that require a thesis-equivalent may have **discipline-specific** submission procedures. See [Graduate Programs](#). For further details on thesis submission, refer to the [Thesis Requirements and Preparation page](#) on the GPS website.

Course-based programs:

To be eligible for convocation, students in course-based programs must **successfully** complete all coursework, **(including remediating/replacing all failed grades) as required by their program, and all other approved requirements including GPS's Ethics and Academic Citizenship requirement**.

Students must also be in good academic standing to be eligible to apply for convocation including having at minimum a 2.7 CGPA in their degree program, or the minimum required by the graduate program, if it is higher.

Students in course-based programs must complete all requirements **as approved by their program** prior to the deadlines set out in the Academic Schedule.

It is the responsibility of the **academic unit** to forward a completed *Report of Completion for Course-based Master's Degree* form to the Faculty of Graduate & Postdoctoral Studies by the deadline dates specified in the Academic Schedule, to ensure that the student's name will be included in the convocation list.

[...]

Approved by:

GEFAC - December 2, 2021

GPST - January 24, 2022

PRC - February 2, 2022 (Approved)

GEFAC - February 3, 2022

GFC Programs Committee - February 10, 2022 (Discussion)
GPS Council (Distributed; introduced) - February 22, 2022
GPS Council - March 30, 2022 (Approved)
GFC Programs Committee - April 14, 2022 (Approved)

Submitted GFC Motion on Bill 18

Moved by Professor GE Swaters, President of the Association of Academic Staff at the University of Alberta

Whereas, in its current form, Bill 18 recently introduced by the Government of Alberta poses a threat to academic freedom and institutional autonomy by creating the potential for political interference in the funding of post-secondary research and scholarship in Alberta.

Whereas, unless Bill 18 is withdrawn or significantly amended, passage of Bill 18 has the potential to lead to the loss of hundreds of millions of dollars in research and scholarship funding for the University of Alberta and other Albertan post-secondary institutions, funding that is critical to achieving the teaching, research, scholarly and artistic strategic ambitions of the University of Alberta specifically and of all Albertan post-secondary institutions generally.

Whereas Albertans are rightly proud of the top-5 national academic reputation of the University of Alberta specifically, and other post-secondaries in Alberta generally, to provide exceptional high-quality education and scholarship in all fields of knowledge and from all intellectual and epistemological perspectives, which has taken many decades of dedicated work by academic and other staff supported by provincial and federal research grants awarded based solely on intellectual and scholarly merit and not on conformity to any ideological agenda.

Whereas, in its current form, Bill 18 could potentially and significantly negatively impact the teaching, research and scholarly national and international academic reputation of the University of Alberta specifically and of all Alberta's post-secondaries generally; it would mar the academic research and scholarship done with the stamp of political interference, in turn suggesting that the research and scholarship produced is propaganda tailored to advance a political ideology, with the result that the best and brightest post-secondary educators and researchers may simply leave to go to other post-secondary institutions in jurisdictions where academic freedom and institutional post-secondary autonomy are respected, and with them, their students.

Whereas the General Faculties Council, as set out in Section 26(1) the Alberta Post-Learning Act, subject to the authority of the Board of Governors, "is responsible for the academic affairs of the University."

It is therefore resolved that the General Faculties Council at the University of Alberta is opposed to Bill 18 as proposed, and unless post-secondary institutions are fully exempted from any and all provisions of Bill 18, calls on the Government of Alberta to withdraw Bill 18 in its entirety. Further, the General Faculties Council at the University of Alberta respectfully requests the President of the University of Alberta to notify the Premier and Minister of Advanced Education

of the Province of Alberta, respectively, of this resolution by the General Faculties Council of the University of Alberta.

FINAL ITEM NO. 7

Decision Discussion Information

ITEM OBJECTIVE: To approve the Student Academic Integrity Policy Suite (hereafter, the “Suite”) and rescind the Code of Student Behaviour

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

MOTION:

THAT the General Faculties Council approve the Student Academic Integrity Policy and associated Procedures identified in Attachments 1 through 5, and rescind the Code of Student Behaviour, both to take effect September 1, 2024.

EXECUTIVE SUMMARY:

Background

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

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

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

- Student Academic Integrity Policy
- Student Academic Misconduct Appeal Procedure
- Student Academic Misconduct Procedure

GOVERNANCE OUTLINE

ITEM NO. 7

- Student Academic Integrity Policy Appendix A
- Student Academic Integrity Policy Appendix B

as set out in Attachments 1 – 5.

Since September 2023 we have been consulting broadly on the draft policy suite with the University of Alberta community. The response has been very positive. We have revised the draft policy suite to consider that feedback and to make the processes as understandable and streamlined as possible.

Analysis / Discussion

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

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

Risk Discussion / Mitigation of the Risk

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

Where applicable, list the legislation that is being relied upon

Post-Secondary Learning Act (Alberta)

Next Steps

Once the Suite is approved, we will pivot to developing resources to support decision makers and students in the new process so that the policy will have a firm footing when it is implemented in September. In addition, the following policy documents will be updated to reflect the deletion of the Code:

ITEM NO. 7

- Protocol for Urgent Cases of Disruptive, Threatening or Violent Conduct
- Residence Community Standards
- Code of Applicant Behaviour
- Research and Scholarship Integrity Policy
- Practicum Intervention Policy

Supporting Materials:

Attachment 1: Student Academic Integrity Policy

Attachment 2: Student Academic Misconduct Appeal Procedure

Attachment 3: Student Academic Misconduct Procedure

Attachment 4: Student Academic Integrity Policy Appendix A

Attachment 5: Student Academic Integrity Policy Appendix B

SCHEDULE A:**Engagement and Routing**

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

Those who are actively participating:

- Ravina Sanghera, Vice-Provost and Dean of Students
- Chris Hackett, Acting Director, Student Conduct and Accountability
- Chris Hackett, Jax Oltean, Associate General Counsel, Office of General Counsel, and Deborah Eerkes, Lead, Sexual and Gender-Based Violence Response, Office of the Provost and Vice-President (Academic)
- First working group:
 - Chris Hackett
 - Jax Oltean
 - Deb Eerkes
 - Ali Shiri, Graduate and Postdoctoral Studies
 - Karsten Mundel, Vice-Provost (Learning Initiatives)
 - Shirley Schipper, Faculty of Medicine and Dentistry
 - Pierre Mertiny, Faculty of Engineering
- Second working group
 - Chris Hackett
 - Jax Oltean
 - Deborah Eerkes
 - Shirley Schipper



ITEM NO. 7

- Karsten Mundel, Office of the Provost
- Gurleen Kaur, Vice-President (Academic), University of Alberta Students' Union (UASU)
- Pedro Almeida, Vice-President (Academic), UASU
- Bishoi Aziz, Vice-President (Academic), Graduate Students' Association (GSA)
- Rija Kamran, Vice-President (Academic), GSA
- Fraser Brenneis, Faculty of Medicine and Dentistry
- Cagri Ayranci, Faculty of Graduate and Postdoctoral Studies
- Jim Bohun, College of Natural and Applied Sciences
- Allen Ball, Online and Continuing Education
- Remonia Stoddart-Morrison, Office of the Student Ombuds

Those who have been consulted:

- Dean of Student's Advisory Council
- Student Union Student Council
- Student Union Council of Faculty Associations
- Student Union - GFC student caucus
- Graduate Students Association Council
- Indigenous Graduate Students Association
- Kumarie Achaibar-Morrison and Xiaobing Lin, International Student Services
- Sharon Stearns, Academic Success Centre
- John Fontaine, Academic Success Centre
- Kate Pratt, Academic Success Centre
- Mebbie Bell, Accommodation & Universal Design
- Lula Adam, Coordinator, Student Equity Diversity and Inclusivity, Dean of Students Portfolio
- Suzanne Butler, Transition Year Program, First Peoples' House
- Darin Mckinley, Office of General Counsel
- Office of the Student Ombuds
- Evelyn Hamdon, Senior Advisor, Equity & Human Rights, Office of the Provost & Vice-President Academic
- Donnell Willis, Safe Disclosure & Human Rights Advisor, Safe Disclosure & Human Rights
- Ada Chan-Cumming, Enrolment Systems & Service Innovation
- Laura Riley and Charlene Scharf, Appeals and Compliance Coordinator, University Governance
- Vanessa Grabia, College of Social Sciences and Humanities, Department of Education
- College of Natural and Applied Sciences, Department of Education
- Lihong Yang, College of Health Sciences, Department of Education
- College of Natural and Applied Sciences, Faculty Decision Makers
- College of Natural and Applied Sciences, Associate Deans
- College Departments of Education conduct administrators
- College of Social Sciences and Humanities, Undergraduate Associate Deans
- Lisa Purdy, Associate Dean, Faculty of Medicine and Dentistry
- Rebecca Nagel and Temitope Oriola, Associate Deans (Undergraduate), Faculty of Arts



ITEM NO. 7

- Helen Vallianatos, Associate Dean Academic, College of Social Sciences and Humanities
- Hassan Safouhi, Vice-doyen, Campus Saint Jean
- Brandon Alakas, Associate Dean and Stacy Lorenz, Vice-Dean - Augustana Campus
- Sean Robertson, Associate Dean, Faculty of Native Studies
- Christine Whelan, College of Social Sciences and Humanities, Academic Integrity and Discipline Coordinator
- Farha Shariff, Special Adviser EDI to the Dean of the Faculty of Education
- Angela Bayduza, Associate Dean Undergraduate, Faculty of Kinesiology, Sport, and Recreation
- Jane Lee and Judith Odhuno-Were, Office of the Registrar
- Jason Acker and Jacqueline Littlewood, Office of the Vice-President (Research and Innovation)
- Francisco Marquez-Stricker, Office of the Vice-President (Research and Innovation)
- Laura Huxley, Assistant Dean of Students, Student Life
- Association of the Academic Staff of the University of Alberta

Those who have been informed:

- Ahmed Hammad, Faculty of Engineering
- Beverley Temple, Faculty of Nursing
- Bhuva Narayanan, Academic Success Centre
- Bernadette Martin, Faculty of Rehabilitation Medicine
- Carrie Smith, Vice-Provost (Equity, Diversity & Inclusion)
- Susan Chatwood, School of Public Health
- Dion Brocks, Faculty of Pharmacy & Pharmaceutical Sciences
- Brock Debenham, Faculty of Medicine and Dentistry
- Douglas Gleddie, Faculty of Education
- Donald Raboud, Faculty of Engineering
- Ehab Elmallah, Faculty of Science
- Herb Yang, Faculty of Science
- Janice Causgrove Dunn, Vice-Provost (Programs)
- Jude Spiers, Faculty of Nursing
- James Muir, Faculty of Law
- Katie Burgess, Faculty of Nursing
- Kim Chow, Faculty of Science
- Kimberly Noels, Faculty of Arts
- Matthew Kostelecky, St. Joseph's College
- Katelyn Brown, Faculty of Rehabilitation Medicine
- Leluo Guan, Faculty of Agricultural, Life and Environmental Sciences
- Maryanne Doherty, Faculty of Education
- Michelle Inness, Alberta School of Business
- Donia Mounsef, Campus Saint-Jean
- Mary Roduta Roberts, Faculty of Rehabilitation Medicine
- Nat Kav, Faculty of Agricultural, Life and Environmental Sciences
- Nathalie Kermoal, Faculty of Native Studies
- Kara Schick-Makaroff, Faculty of Science

ITEM NO. 7

- Shana Dion, Assistant Dean of Students, Indigenous
- Stephen Kuntz, Academic Success Centre
- Shannon Scott, Faculty of Nursing
- Lesly Wade-Woolley, Faculty of Education
- John-Paul Zonneveld, Faculty of Science

Approval Route:

- Council on Student Affairs (for discussion) September 7, 2023
- Student Conduct Policy Committee (for discussion) September 21, 2023
- GFC Executive Committee (for discussion) October 2, 2023
- General Faculties Council (for discussion) January 29, 2024
- GFC Executive (for recommendation) April 8, 2024
- Student Conduct Policy Committee (for recommendation) April 25, 2024
- General Faculties Council (for approval) April 29, 2024

Supplementary Notes / Context:

The GFC Student Conduct Policy Committee recommended that the General Faculties Council approve the Student Academic Integrity Policy and associated procedures with an amendment to the Student Academic Misconduct Appeal Procedure set out in [Attachment 2](#). The change the committee approved can be found on page 5 under section 5(d)(i) where they changed the word from “elect” to “select”.

Original Approval Date: [date]
 Most Recent Approval: [date]
 Most Recent Editorial Date: [date]

Student Academic Integrity Policy

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

OVERVIEW

The value and integrity of University of Alberta **academic credentials**, as well as research and other scholarly and professional activities, rests on **academic integrity** and the fundamental values of honesty, trust, fairness, respect, responsibility and courage in every aspect of **academic and scholarly activities**.

The university is defined by tradition as a community of people dedicated to the advancement of knowledge, and as a place where there is freedom to teach, engage in research, create, learn, study, speak, associate, write and publish. In addition to these freedoms, the enduring value of university life, the degrees and other credentials the university confers, and the university's reputation for academic and scholarly excellence depend upon trusted teaching and research relationships and, therefore, upon the honesty and integrity of those engaged in academic and scholarly activities.

People with diverse interests and cultures from all over the world and from all walks of life are part of the University of Alberta community and **learning environment**. The university is a

shared space for diverse scholarship, research, and learning communities. The university's faculty, staff, and **students** live, work, explore, teach, and learn alongside each other; those differences are part of the backbone of the institution that gives it strength and supports its central mission. What each individual does affects the other members of our community and everyone must be accountable for their actions.

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

PURPOSE

The purpose of this policy is to:

- set out the conditions under which this policy applies;
- set out the principles that will guide the interpretation and application of this policy;
- identify on-campus academic resources for students;
- situate the academic integrity process in relation to concurrent external and internal proceedings;
- identify behaviours that are unacceptable and constitute academic misconduct;
- provide for non-disciplinary accountability options in appropriate cases;
- outline some aspects of the complaint process, such as the applicable standard of proof and acceptable forms of evidence;
- authorise and set out the principles that will guide the application of sanctions for **academic misconduct** that has been found to have occurred;
- provide clarity on privacy, disclosure and confidentiality;
- stipulate required training for those who administer academic integrity processes;
- articulate the delegated authority under the *Alberta Post-Secondary Learning Act* to discipline students for academic misconduct, subject to a right of appeal;
- provide for periodic review of, and amendments to, this policy and its related procedures; and
- provide definitions which apply to this policy and its related procedures.

POLICY

1. Application

- a. This policy applies to all alleged academic misconduct by a student or students by any means whatsoever (including virtual or online), that has a real and substantial link to university academic and scholarly activities and/or a material effect on the university's academic reputation.
- b. The determination of whether any academic misconduct has a real and substantial link or material effect may be made by any individual or body who has been delegated the authority to make decisions under this policy and its associated procedures.

2. Guiding Principles

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

- a. The university is responsible for taking reasonable steps to maintain academic integrity and protect the integrity and value of University of Alberta degrees and other accreditations, its academic mission, and its reputation for excellence in scholarship and research. Wherever possible, the university should provide both general and program specific educational materials and opportunities to help students learn their individual responsibilities.
- b. All members of the university community are entitled to a fair, vibrant and supportive **learning environment**. Students are expected to conduct themselves with honesty, fairness, trust, respect, responsibility and courage, aligning their behaviour with the principles of academic integrity as defined in this policy.
- c. The university will create a supportive space for students to be accountable, for example by undertaking skill-building and remedial activities to correct their behaviour, taking steps to align future conduct with the principles of academic integrity, and/or repairing harm resulting from their academic misconduct.
- d. Where appropriate, Deans and those involved in addressing academic misconduct are encouraged to explore non-disciplinary accountability options, including remedial, restorative, transformative, or other voluntary facilitated resolution options.
- e. The student life cycle at the university requires that academic misconduct be addressed fairly and in a timely way.
- f. Students who are the subject of a complaint are entitled to an appropriate level of procedural fairness. Students under this policy have the right to:

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

3. On Campus Academic Resources for Students

The infodoc *Sources of Student Support for Academic Integrity* describes the academic supports and resources available to assist students in aligning their academic success with the principles of academic integrity.

4. Concurrent proceedings

Internal proceedings

- a. The conduct underlying an alleged violation of this policy may also provide the basis for a violation of another university policy including, but not limited to, the
 - i. *Student Conduct Policy* where, for example, there is an allegation of theft of resources to facilitate cheating.
 - ii. *Practicum Intervention Policy* where, for example, there is an allegation of misrepresentation of facts in the context of a practicum.
 - iii. *Information Technology Use and Management Policy* where, for example, there is an allegation of misuse of university IT resources involved in an academic integrity violation.

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

External proceedings

- b. This policy and its associated procedures are independent of any external professional, regulatory or other proceedings. Any aspect of the complaint process under this policy or its associated procedures may occur concurrently with, prior to, or following any such professional, regulatory or other proceeding. In this regard,
 - i. The university is responsible for determining whether a student has violated this or any other university policy and is not responsible for determining violations of professional, regulatory or other proceedings.
 - ii. Where an incident is also being addressed by another body or authority, the university may, in its sole discretion, proceed with or suspend any aspect of the complaint process under this policy or any other university policy or their associated procedures.

5. Academic Misconduct

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

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

6. Non-disciplinary Accountability Options

- a. Where non-disciplinary accountability options are determined to be appropriate, their aim is similar to the aim of sanctions set out in 8b below, but in addition, their aims in general are to:
 - i. educate and develop the student's understanding of the harms caused by academic misconduct and the importance of academic integrity;
 - ii. provide them with skill-building resources to enable them to align their behaviour with the principles of academic integrity;
 - iii. create a safer space for students to accept responsibility and be accountable for their academic misconduct and to provide redress to the community affected by the harm resulting from their academic misconduct.

7. Complaint Process

The following applies to complaints.

Procedural Assistance for Students

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

Standard of Proof

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

Evidence

- c. The academic integrity process is not bound by the same rules of evidence that apply in a court of law. Decision makers under this policy and associated procedures may accept and consider any credible information that is relevant to the complaint including, for example, hearsay evidence.

Participation in Complaint Process

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

8. Sanctions

- a. The university imposes disciplinary sanctions on students when it has been established through the complaint process that they have violated this policy.
- b. The aim of sanctions in general is to:
 - i. protect the value and integrity of academic credentials, as well as the university's academic mission and reputation for excellence in scholarship and research;
 - ii. foster a safe, supportive and vibrant learning environment;
 - iii. promote accountability to individuals and the community; and/or
 - iv. rehabilitate the student, where possible.
- c. Sanctions are meant to be proportionate based on the nature of the violation and the desire to accomplish the above aims through the least restrictive means. When considering sanction(s), a decision-maker can take into account any relevant factors.

- d. Sanction descriptions and their impact are detailed in Appendix B. Available sanctions include:
- Reprimand
 - Academic integrity conditions
 - Grade sanctions
 - Refusal to consider current and/or future applications
 - Rescission of an admission offer
 - Suspension from academic program
 - Expulsion
 - Suspension of a degree
 - Rescission of a degree
- e. The Faculty Decision-Maker has authority to impose Reprimand, Academic integrity conditions, Grade sanctions, Refusal to consider current and/or future applications, and Rescission of an admission offer. Student Conduct Officers and the Student Misconduct Appeal Panel have authority to impose any of the sanctions set out above in Section 8d.

9. Privacy and Personal Information

- a. Any use and disclosure of personal information contemplated in this policy and the related procedures will be in accordance with the *Alberta Freedom of Information and Protection of Privacy Act*.
- b. Privacy and the protection of personal information are essential for creating a safe space for students to be accountable and provide redress for the harm resulting from their academic misconduct and to be able to respond to allegations. The university will protect the privacy of a student to a complaint to the extent possible. Possible limits to the University's ability to do so include when:
- i. there is a risk of harm to self or others;
 - ii. as necessary to administer an investigation, hearings, sanctions or other elements of the student academic integrity process; or
 - iii. reporting or action is required or authorised by law, including but not limited to the *Alberta Freedom of Information and Protection of Privacy Act*.
- c. In such cases, the use or disclosure of information will be limited to that which is reasonably necessary and only to those with a need to know. The extent to which the

university can maintain the privacy of a student to a complaint will be determined on a case-by-case basis. The university will endeavour to inform students of the limits of protection of personal privacy and confidentiality.

10. Confidentiality of the Academic Misconduct Process

- a. University employees and those involved in the academic misconduct process on behalf of the university will only use or disclose personal information that they learn solely as a result of administering or participating in the academic integrity process in accordance with section 9 above. Contact the Information and Privacy Office for guidance about confidentiality and privacy.
- b. Parties and witnesses should not make public another individual's personal information that they learn solely through any university process such as a complaint, investigation, hearing, or non-disciplinary accountability options and should refrain from:
 - i. posting another individual's personal information on social media or online,
 - ii. distributing confidential university documents in whole or in part,
 - iii. sharing another individual's personal information with individuals outside of their immediate circle of support, and
 - iv. prompting or eliciting others to disclose another individual's personal information.
- c. The university does not prohibit parties and witnesses from speaking about their own experiences, including, but not limited to, seeking support for rehabilitation. However, when disclosing another individual's personal information within their immediate circle of support, the party or witness is also responsible for communicating the need to keep the information confidential.
- d. In any event, inappropriate disclosure of another individual's personal information may affect the integrity of a university process, breach another individual's privacy rights, and/or bring about other legal risks for the individual who breaches another individual's privacy rights.

11. Required Training

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

standard of review applicable on appeals.

12. Delegation

- a. Section 31 of the *Alberta Post-Secondary Learning Act* gives the General Faculties Council (GFC) general supervision of student affairs including authority over student discipline. The GFC may, subject to an appeal to the Board, discipline students. In addition to this authority over student discipline, the GFC may, under the PSLA, delegate its power to discipline students. The Board may also delegate its authority with respect to appeals and has done so, delegating its authority over appeals to the GFC.
- b. Under this authority, the GFC has adopted and approved this *Student Academic Integrity Policy* and the associated procedures, and has delegated the functions in the student academic integrity conduct process to the persons identified in this policy, the *Student Academic Misconduct Procedure*, and the *Student Academic Misconduct Appeal Procedure*.

13. Review and Amendments

This policy and its accompanying procedures will be reviewed from time to time as necessary, but at a minimum every five years.

- a. Amendments to the *Student Academic Integrity Policy* and *Student Academic Misconduct Procedure* proceed as follows:
 - i. The GFC Executive Committee decides which amendments are editorial.
 - ii. On delegated authority from the GFC, the Committee on the Learning Environment and Student Affairs will approve all editorial amendments to this policy, the *Student Academic Misconduct Procedure*, and the *Student Academic Misconduct Appeal Procedure*.
 - iii. Where the GFC Executive Committee deems amendments to this policy, the *Student Academic Misconduct Procedure*, and the *Student Academic Misconduct Appeal Procedure* to be substantive, it will forward the amendments to GFC.
 - iv. GFC has final authority on amendments to this policy, the *Student Academic Misconduct Procedure*, and the *Student Academic Misconduct Appeal Procedure*.

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.	[▲Top]
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Academic and scholarly activities	Includes, but is not limited to, course elements , conferences, presentations, publications, research, training, field work, or any other activity that is part of the academic mission of the university.
Academic credentials	A group of credit courses that, on completion, leads to the granting of a degree, diploma or certificate, along with their associated course designators.
Academic File	The file detailing a student’s academic progress held in the office of the Faculty in which the student is enrolled and, for graduate students, in the office of the Department (or in non-departmentalized Faculties, the Faculty) responsible for delivery of the graduate program.
Academic integrity	<p>Academic integrity refers to the expectation that every member of an academic community will conduct themselves with the highest standards of ethical conduct. A student demonstrates academic integrity in ways that include by:</p> <ol style="list-style-type: none"> 1. situating their own work in the larger body of knowledge, properly acknowledging the work of others, 2. accurately distinguishing their own ideas, words, images and data from those developed using other sources, and 3. avoiding any activity that results in unfair academic or other advantage for themselves or others. <p>Failing to align with the principles of academic integrity harms the entire university community, regardless of whether that failure stems from a lack of knowledge or skill, or an attempt to gain unfair academic or other advantage.</p>
Academic misconduct	Prohibited conduct as set out in Appendix A of the <i>Student Academic Integrity Policy</i> .
Advisor	An individual who assists a student during an academic integrity process. Assistance may be provided by the Office of the Student Ombuds, Student Legal Services, legal counsel or another advisor chosen by the student.
Application-related misconduct	Misconduct committed by a student while applying to enter a program. The prohibited conduct outlined in the <i>Code of Applicant Behaviour</i> . This policy applies when someone commits an offense in

	the process of applying for admission to the University and is later admitted as a student.
Balance of probabilities	The standard of proof required to find a violation of this policy. This standard requires that it is more likely than not, based on the available evidence, that the student was in violation of this policy.
Central academic record	A continuing record maintained by the Office of the Registrar, where all matters relating to courses, grades, and academic standing and probation are permanently recorded. Transitory notations, such as service indicators are also noted in the central academic record while they are in effect.
Course element	Any activity or work product submitted for evaluation in a course or program of study including, but not limited to, written or oral exams, take home exams, quizzes, assignments, presentations, papers, practicums, theses, dissertations, and labs.
Dean	<p>“Dean” means</p> <ul style="list-style-type: none"> ● the Dean of the Faculty, or their delegate, in which a course is offered when the allegation of academic misconduct occurs in a course element, or ● the Dean of the Faculty, or their delegate, to which a student applied or has applied, for application-related offences, or ● the Dean of the Faculty, or their delegate, in which the student is enrolled in all other cases, or ● the Registrar or their delegate where a student is enrolled in Open Studies, or ● the Associate Vice-President, Online Learning and Continuing Education where a student is enrolled in Online Learning and Continuing Education.
Faculty Decision-Maker	The individual the Dean has delegated authority to hear and decide an academic integrity complaint.
Hearing	The opportunity for students to provide or respond to information, arguments, and evidence in a complaint process. A hearing can take the form of written document exchange and/or one or more oral meetings, either virtual or in-person, with the decision maker.

Instructor	An individual who is responsible for the administration of a university course or program of study, including but not limited to: the individual who taught the course, a course coordinator, a lab instructor, course captain, graduate supervisor, or supervisory committee chair. "Instructor" should be interpreted broadly to include any individual responsible for the assessment of student academic performance in a course or program of study.
Learning environment	The learning environment is to be understood broadly to encompass all aspects of university life. It includes: <ul style="list-style-type: none"> ● physical and virtual spaces where university teaching, learning, work, research, residence, recreational and social activities take place; ● university activities, events and functions, including, but not limited to, teaching, research, studying, work, administration, meetings, public service, travel, conferences, training, public lectures, performances, student group events, and social or sports activities.
Negative service indicator	A transitory notation that can be placed on a student's central academic record during the period it is in effect. Service indicators assist staff in the provision or restriction of services but do not appear on a transcript. Negative service indicators can be used for financial, disciplinary or other extraordinary matters. Examples include, but are not limited to: refusal to consider applications, suspension, and expulsion.
Non-disciplinary accountability options	Voluntary, collaborative facilitated processes to explore personal accountability options outside of a complaint. Designed to assist an individual in identifying and ameliorating negative consequences of their behaviour and/or to align their academic success with the principles of academic integrity. Non-disciplinary accountability options are intended to be flexible and creative, and may include, but are not limited to: remedial, restorative, and other facilitated processes to create space for accountability, with or without a complaint.
Procedural fairness	The elements of the process used by a decision-making body authorised by statute or policy to make a decision that affects an individual's rights, privileges, or interests, that give effect to an individual's right to reasonable notice of the case to meet, the opportunity to respond and the right to an impartial decision maker.

Provost	Provost and Vice-President (Academic) or delegate.
Reasonable accommodation/ reasonably accommodated	Accommodation is the process of making reasonable adjustments to the delivery of services and the conditions of employment in order to reduce or eliminate the impact of discriminatory rules, policies, practices, standards, or decisions, which have an adverse impact on an individual or group of individuals based on a characteristic or perceived characteristic referenced in the protected grounds. The university has a duty to reasonably accommodate individuals who experience barriers in their working and learning environment by reason of a protected ground to the point of undue hardship. The threshold of undue hardship is high and implicitly contemplates that some degree of hardship – including labour, resources and challenge – is acceptable. Undue hardship is assessed on a case-by-case basis.
Student	<p>An individual who is or has been registered as a student at the university whether or not for credit and includes current undergraduate and graduate students, postgraduate learners, former students, and graduates who have received a degree, diploma or certificate from the university.</p> <p>An individual ceases to be an applicant, and becomes a student when: 1) they register for courses, and 2) the add/delete deadline, as published in the <i>Calendar</i>, has passed. Application-related offences discovered after the individual becomes a student will be addressed under the <i>Student Academic Integrity Policy</i> or the <i>Student Conduct Policy</i>.</p>
Student Misconduct Appeal Panel	The decision-making body authorised to hear appeals of the decisions of the Faculty Decision-Maker or the Student Conduct Officer.
Student Conduct Officer	The person responsible for making a decision on recommendations from Faculty Decision-Makers and other decisions as outlined in the <i>Student Academic Integrity Policy</i> and the associated procedures.

RELATED POLICIES, FRAMEWORKS, AND PROCEDURES

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

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Student Academic Misconduct Procedure
Student Academic Misconduct Appeal Procedure
Student Academic Integrity Policy Appendix A: Academic Misconduct
Student Academic Integrity Policy Appendix B: Sanction Descriptions and Impact
Infodoc Sources of Student Support for Academic Integrity

RELATED LINKS

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

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Information

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

Sources of on-campus assistance

- [Academic Success Centre](#)
- [Augustana Students' Association](#)
- [First Peoples House](#)
- [Graduate Students' Association \(GSA\)](#)
- [International Student and Visitor Services](#)
- [l'Association des Universitaires de la Faculté Saint-Jean \(AUFSJ\)](#)
- [Office of the Dean of Students](#)
- [Office of the Student Ombuds](#)
- [Student Legal Services](#)
- [Students' Union \(SU\)](#)

Other related policies

- [Code of Applicant Behaviour](#)
- [Discrimination, Harassment and Duty to Accommodate Policy](#)
- [Information Technology Use and Management Policy](#)
- [Practicum Intervention Policy](#)
- [Protocol for Urgent Cases of Violent, Threatening or Disruptive Behaviour](#)

- [Research and Scholarship Integrity Policy](#)
- [Residence Community Standards](#)
- [Sexual and Gender-Based Violence Policy](#)
- [Student Conduct Policy](#)
- [Student Groups Procedure](#)

Information

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



Original Approval Date: [date]
 Most Recent Approval: [date]
 Most Recent Editorial Date: [date]
 Parent Policy: Student Academic Integrity Policy

Student Academic Misconduct Appeal Procedure

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

OVERVIEW

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

PURPOSE

The purpose of this procedure is to set out:

- the right of appeal;
- the timelines within which to initiate an appeal and the required content of an appeal;
- the composition of the **Student Misconduct Appeal Panel** (the “Appeal Panel”) and the manner in which the Appeal Panel is constituted;
- the required training of the Appeal Panel members;

- the procedures for an appeal;
- the process used to address procedural requests;
- the procedures and powers of the Appeal Panel; and
- the service of documents related to the appeal.

PROCEDURE

1. Right of Appeal

- A student has the right to appeal the **Faculty Decision-Maker's** and, where applicable, the **Student Conduct Officer's** discipline decisions made under the *Student Academic Misconduct Procedure*. Appeals may not be submitted until after the final disciplinary decision has been made by either the Faculty Decision-Maker or the Student Conduct Officer. Where a discipline decision has been made by the Faculty Decision-Maker and not referred to the Student Conduct Officer, the student must submit an appeal within 15 working days of the deemed receipt of the Faculty Decision-Maker's decision. Should a decision by the Faculty Decision-Maker be referred to the Student Conduct Officer, the appeal of the Faculty Decision-Maker's decision will be delayed until the Student Conduct Officer has completed their decision and both decisions will be subject to appeal at the same time.
- Both the Faculty and the student have a right to appeal the final decision of the Student Conduct Officer.
- All appeals to the Appeal Panel must be submitted within 15 working days of the deemed receipt of the relevant decision. Where the student has appealed a decision, the Faculty Decision-Maker who made the original decision will act in response for appeals of both their and the Student Conduct Officer's decisions.
- The student and Faculty Decision-maker may appeal the decision of a decision maker on the following grounds:
 - the Faculty Decision Maker and/or Student Conduct Officer erred in their decision as to whether or not they had jurisdiction to apply the *Student Academic Integrity Policy*;
 - the decision maker made an error in the finding of violation or no violation; and/or
 - the decision maker did not meet the duty of procedural fairness for reasons including, but not limited to:

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

2. Initiating an Appeal

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

3. Appeal Panel Members

- a. For each appeal hearing the Appeal Panel will consist of one academic staff member as chair and two students. All Appeal Panel members (academic staff members and

students) will be elected by GFC. In selecting members of the Appeal Panel, GFC will attempt to keep the membership of the Appeal Panel as broadly representative as possible given the available pool of candidates.

- b. GFC will elect a roster of up to seven academic staff members to serve as Chairs of particular appeal hearings (“roster of Chairs”). The Appeal Panel Chairs will serve a term of up to four years and are eligible for re-election.
- c. GFC will elect a roster of up to ten undergraduate students and six graduate students (“roster of students”). All student members will be elected to serve a term of up to two years and are eligible for re-election.
- d. When constituting the Appeal Panel, members will be chosen from the rosters listed above. The Appeals and Compliance Coordinator will endeavour to ensure that the Appeal Panel Chair and members are impartial and free from conflicts of interest.
- e. No Appeal Panel member in a hearing will be from a Faculty which is a party to the dispute. Students in any joint degree program will not be called upon to hear appeals that arise from any of the Faculties involved in their joint program
- f. When an appeal hearing involves an undergraduate student, the Appeal Panel will include at least one undergraduate student. When an appeal hearing involves a graduate student, the Appeal Panel will include at least one graduate student. For the purposes of selection and service on the Appeal Panel, graduate students are considered to be from the Faculty where they receive supervision. Students who are in any joint graduate/undergraduate degree program (e.g., the joint MBA/LLB program) are considered to be graduate students for the purpose of service and selection on the Appeal Panel.
- g. Any Appeal Panel member who has been called to serve on the Appeal Panel for a particular case must complete their service on that case even if their term on an Appeal Panel expires or, in the case of student members, a student graduates or changes status from undergraduate to graduate.
- h. If all Appeal Panel Chairs are unable to serve, the Appeals and Compliance Coordinator may complete an Appeal Panel by selecting a member of the General Faculties Council Academic Appeals Committee (“GFC AAC”) Panel of Chairs.
- i. If all student members from the roster of students are unable to serve, the Appeals and Compliance Coordinator may complete an Appeal Panel by selecting either one full-time undergraduate student or one full-time graduate student, from the GFC AAC Panel of Students.

4. Mandatory Training for Appeal Panel Members

- a. All Appeal Panel Chairs, members and alternates must have completed the training

outlined in the *Student Academic Integrity Policy* before hearing any appeals.

- b. At the discretion of the Chair, having regard to equity-informed practices, new Appeal Panel members may attend any oral appeal hearing as observers for training purposes. Delegates of the Office of General Counsel may also attend any oral appeal hearing as an observer.

5. Procedures for an Appeal

- a. The Appeals and Compliance Coordinator will be responsible for collecting and distributing documents and all relevant issues raised to both parties as part of the appeal process.
- b. On receiving an appeal, the Appeals and Compliance Coordinator will provide to the appellant and respondent:
 - i. confirmation of receipt of the appeal;
 - ii. a list of on-campus resources;
 - iii. a copy of the record; and
 - iv. the timelines within which the appellant and respondent must provide their written arguments on the appeal, as follows:
 - 1. the appellant must provide their written appeal argument within 15 working days of receiving the record;
 - 2. the respondent must provide their written response argument within 15 working days of receiving the appellants written appeal argument;
 - 3. the appellant must provide any reply, which must be restricted to only new matters arising from the respondent's response argument, within 5 working days of receiving that written response argument;
 - 4. the respondent must provide any reply, which must be restricted to only new matters arising from the appellant's reply, within 5 working days of receiving the appellant's reply.
- c. The appellant and respondent must provide the name of their respective advisors, if any, to the Appeals and Compliance Coordinator as soon as possible.
- d. The Appeals and Compliance Coordinator will
 - i. select a proposed chair and members for the appeal hearing and will:
 - ii. provide the parties with the name of the proposed chair and the names of all

- student members of the Appeal Panel;
 - iii. set the date(s) for the appeal hearing in consultation with the Appeal Panel Chair. Normally, appeal hearings will be scheduled within 6 weeks from the date the appeal was received;
 - iv. where the appeal hearing cannot be scheduled within the timeline noted above, give the parties written notice of the anticipated date for the appeal hearing;
 - v. where both parties have appealed the decision, schedule both appeals to be conducted together by the same Appeal Panel at a single appeal hearing; and
 - vi. address any other matter for the purposes of organising and administering the appeal hearing.
- e. The Appeals and Compliance Coordinator will constitute the Appeal Panel and provide its members and the parties with:
- i. the date and time of the appeal hearing;
 - ii. the decision of the Faculty Decision-Maker and/or Student Conduct Officer;
 - iii. the record on which the Faculty Decision-Maker and/or Student Conduct Officer decision was based; and
 - iv. the appellant's written appeal(s), the appellant's and the respondent's written arguments and replies.
- f. The Appeals and Compliance Coordinator may take any other required steps in order to administer the appeal process.

6. Procedural Requests

- a. The Chair will decide any procedural questions that arise both before and during the appeal hearing, in consultation with the Appeals and Compliance Coordinator. Either party may make a procedural request to the Chair. The Chair's decision on a procedural request is final and binding and will be communicated to the parties in writing by the Appeals and Compliance Coordinator.
- b. Procedural requests must be submitted in writing to the Appeals and Compliance Coordinator and include reasons that support the request. The Appeals and Compliance Coordinator will provide the other party with an opportunity to respond in writing to the procedural request within 5 working days of receiving notice of that request.
- c. Procedural requests include, but are not limited to:

- i. Request that an Appeal Panel Chair or member not serve on the Appeal Panel:
 1. after receiving the names of the Appeal Panel members, the parties will have 5 working days to submit a written request that the proposed Appeal Panel Chair or member not serve on the appeal;
 2. these requests may be made only on the grounds that the proposed Appeal Panel Chair or member may have a bias or conflict of interest that would prevent a fair hearing;
 3. if the request is granted, the Appeals and Compliance Coordinator will replace the proposed Appeal Panel Chair or member with another member who will be selected by rotation wherever possible, from the same constituent group (i.e., academic staff, undergraduate student or graduate student).
- ii. Request that sanctions be withheld until the appeal is decided:
 1. this request must be made within 5 working days from the date the appeal was submitted;
 2. if granted, the Appeals and Compliance Coordinator will direct the Registrar to:
 - a. remove any sanctions from the **central academic record**; and
 - b. withhold degrees, certification of marks and/or **transcripts** pending the outcome of the appeal.
 3. Sanctions will be reinstated if the appellant withdraws their appeal.
- iii. Requests for the Appeal Panel to consider new evidence or information that was not before the Faculty Decision-Maker and/or Student Conduct Officer in the record:
 1. The onus is on the party making this request to establish that:
 - a. the new evidence or information is relevant; and
 - b. was not reasonably available at the time of the Faculty Decision-Maker and/or Student Conduct Officer hearing; and
 - c. they made the request as soon as possible after becoming aware of the new evidence or information.

2. The Chair may only grant this request where the test set out in (1) has been satisfied on a balance of probabilities.
- iv. Request to vary the format of the appeal hearing(s):
1. Appeal hearings will normally be conducted through an exchange of the parties' written arguments to the Appeals and Compliance Coordinator, but either party can request an opportunity to present their arguments orally before the Appeal Panel.
 2. This request must be made well in advance of the date set for the appeal hearing.
 3. Request that hearing be conducted in French:
 - a. The Appeals and Compliance Coordinator will make reasonable efforts to convene an Appeal Panel to conduct the hearing in French.
 - b. Where there is no capacity to conduct the hearing in French, the Appeals and Compliance Coordinator will notify the requesting party.
- v. Request to extend any time limit set out in this procedure:
1. These requests must be made as soon as possible and, in any event, before the time limit expires.
- vi. Any other procedural request.

7. Procedures and Powers of the Appeal Panel

- a. The Appeal Panel will consider the entire record, the parties' appeal, response and reply documents, and where applicable, the parties' oral statements made at the appeal hearing before coming to a decision, by majority vote.
- b. In considering their decision, the Appeal Panel will show deference to the Faculty Decision-Maker and/or Student Conduct Officer's decision, particularly with respect to the findings of facts and, accordingly, may only overturn a decision of the Faculty Decision-Maker and/or Student Conduct Officer where it was made on the basis of an error or errors that would have had a material effect on the outcome.
- c. The Appeal Panel has the power to grant an appeal, in whole or in part, only where:
 - i. the appellant establishes that the Faculty Decision-Maker and/or Student Conduct Officer incorrectly

1. found or did not find a real and substantial link to or material effect on the **learning environment**;
 2. acted outside of their authority under the *Student Academic Integrity Policy* and/or the *Student Academic Misconduct Procedure*;
 3. defined the elements of a violation; and/or
 4. other similar grounds related to the application or interpretation of *Student Academic Integrity Policy* and/or *Student Academic Misconduct Procedure*.
- ii. the appellant establishes that the findings of facts made by the Faculty Decision-Maker and/or Student Conduct Officer contain errors, such as
1. making a finding of fact without any evidence;
 2. considering irrelevant facts;
 3. giving undue weight to certain facts;
 4. misapplying the facts to the elements of a violation in the *Student Academic Integrity Policy*; and/or
 5. other similar ground related to the facts.
- iii. the appellant establishes that there was a breach of procedural fairness in the Faculty Decision-Maker and/or Student Conduct Officer hearing, such as
1. the appellant was not provided with the opportunity to respond to an allegation or adverse evidence;
 2. the Faculty Decision-Maker and/or Student Conduct Officer did not provide reasonable disclosure of the investigation report;
 3. the Faculty Decision-Maker and/or Student Conduct Officer was not impartial;
 4. the appellant was not provided with information about or sufficient opportunity to secure an advisor;
 5. there were significant and unjustifiable delays in the process to the extent that the fairness of the process was undermined; and/or
 6. other similar ground related to procedural fairness.
- iv. In addition to (c) above, the Appeal Panel may grant an appeal of sanction

made by the student only where the appellant establishes that the Faculty Decision-Maker and/or Student Conduct Officer assigned a sanction(s) outside of a reasonable range, having regard to the nature of the violation and other relevant surrounding circumstances.

8. Decision of the Appeal Panel

- a. Where the Appeal Panel grants an appeal, they have the power to do the following:
 - i. With respect to an appeal by the Faculty Decision-Maker of the Student Conduct Officer, the Appeal Panel must remit the matter back to the Student Conduct Officer who made the decision or, where appropriate, a different Student Conduct Officer, to remedy the errors and issue an amended or a new decision.
 - ii. With respect to an appeal by the student, the Appeal Panel may:
 1. grant the appeal and overturn the decision;
 2. grant the appeal and remit the matter back to the Faculty Decision-Maker and/or Student Conduct Officer who made the decision or, where appropriate, a different Faculty Decision-Maker and/or Student Conduct Officer, to remedy the errors and/or issue an amended or a new decision; or
 3. substitute a different sanction.
- b. Decisions of the Faculty Decision-Maker and/or Student Conduct Officer are subject to one appeal only. Amended decisions in which errors have been remedied are not subject to additional appeal. Where a new decision is issued, that decision may be appealed.
- c. The Appeal Panel does not have the power to overturn a consequence resulting from a failure to meet specified conduct conditions (see Student Academic Integrity Policy, Appendix B, "Academic Integrity Conditions"). Any appeal of academic integrity conditions must be made at the time the sanction is imposed and within the time limits set out in the *Student Academic Misconduct Appeal Procedure*. If the conduct conditions are not met, no further appeal is available when the consequence is applied.
- d. The Appeal Panel's decision is final and is not subject to any further review or reconsideration by any University person or body.
- e. The Chair of the Appeal Panel will communicate the decision to the Appeals and Compliance Coordinator, who will, as soon as possible, relay the decision to the

parties and their respective advisors.

- f. The Chair will normally submit the Appeal Panel's written reasons for the decision to the Appeals and Compliance Coordinator within 15 working days of reaching the decision. Where the written reasons are delayed, the Appeals and Compliance Coordinator will give written notice to the appellant and respondent.

9. Service of Documents

- a. Any notices, communications, and appeal materials will be sent electronically using university accounts. See the *Electronic Communication Policy for Students and Applicants* in the *University Calendar*.
- b. On receiving the written decision, the Appeals and Compliance Coordinator will send a copy to the following individuals:
 - i. the appellant and respondent, and their respective advisors, Where an advisor does not have a university account, the appellant and respondent may forward the decision to their advisor.
 - ii. the Student Conduct Officer, where the Student Conduct Officer's decision was appealed;
 - iii. the Vice-Provost and Dean of Students;
 - iv. the Office of General Counsel; and
 - v. members on the Appeal Panel.
- c. The Appeals and Compliance Coordinator may provide a copy or excerpts of the decision to any other University unit as may be appropriate to administer the sanction or for other authorised purposes, for example, to units including, but not limited to, the following:
 - i. where a sanction is to be noted on the student's central academic record or transcript, the Appeals and Compliance Coordinator will notify the Office of the Registrar;
 - ii. where a sanction affects the student's academic program, the Appeals and Compliance Coordinator will notify the student's home Faculty; and
 - iii. in programs jointly offered with another institution, the Appeals and Compliance Coordinator will provide a copy of the decision to the partner
 - iv. institution when the violation relates to the student's conduct at that partner institution.

DEFINITIONS

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

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<p>Academic Integrity</p>	<p>Academic integrity refers to the expectation that every member of an academic community will conduct themselves with the highest standards of ethical conduct. A student demonstrates academic integrity by:</p> <ol style="list-style-type: none"> 1. situating their own work in the larger body of knowledge, properly acknowledging the work of others, 2. accurately distinguishing their own ideas, words images and data from those developed using other sources, and 3. avoiding any activity that results in unfair academic or other advantage for themselves or others. <p>Failing to align with the principles of academic integrity harms the entire university community, regardless of whether that failure stems from a lack of knowledge or skill, or an attempt to gain unfair academic or other advantage.</p>
<p>Advisor</p>	<p>An individual who assists an appellant or respondent during the appeal process. Assistance may be provided by the Office of the Student Ombuds, Student Legal Services, legal counsel or another advisor chosen by the parties.</p>
<p>Appeals and Compliance Coordinator</p>	<p>The person responsible for administration of the <i>Student Academic Misconduct Appeal Procedure</i>.</p>
<p>Appeal Hearing</p>	<p>The opportunity for appellants and respondents to provide or respond to information, arguments, and evidence in an appeal process. An appeal hearing can take the form of written document exchange and/or an oral meeting, either virtual or in-person, with the Appeal Panel.</p>
<p>Appellant</p>	<p>A person who appeals the decision of the Faculty Decision-Maker or the Student Conduct Officer under this procedure.</p>

Central academic record	A continuing record maintained by the Office of the Registrar, where all matters relating to courses, grades, and academic standing and probation are permanently recorded. Transitory notations, such as service indicators are also noted in the central academic record while they are in effect.
Equity-informed practice	An approach to processes, procedures and service provision that centres equitable and inclusive access, aspires to barrier-free design for learning principles, and supports reasonable accommodation when access to or participation in the learning environment is limited as a result of a protected ground.
Faculty Decision-Maker	The individual the Dean has delegated to hear and decide an academic integrity complaint.
Learning environment	<p>The learning environment is to be understood broadly to encompass all aspects of University life. It includes:</p> <ul style="list-style-type: none"> • physical and virtual spaces where university teaching, learning, work, research, residence, recreational and social activities take place; • university activities, events and functions, including, but not limited to, teaching, research, studying, work, administration, meetings, public service, travel, conferences, training, public lectures, performances, student group events, and social or sports activities.
Procedural fairness	The elements of the process used by a decision-making body authorised by statute or policy to make a decision that affects an individual's rights, privileges, or interests, that give effect to an individual's right to reasonable notice of the case to meet, the opportunity to respond and the right to an impartial decision maker.
Record	The materials on which the Faculty Decision-Maker and/or Student Conduct Officer based their decision. The record includes any materials, statements, or responses provided to the Faculty Decision-Maker and/or Student Conduct Officer that were relevant to the question of whether an individual was in violation of the <i>Student Academic Integrity Policy</i> and any information or

	materials, statements, or responses related to the consideration of appropriate sanction(s).
Respondent	The person who responds to an appeal under this procedure.
Student	<p>An individual who is or has been registered as a student at the university whether or not for credit and includes current undergraduate and graduate students, postgraduate learners, former students, and graduates who have received a degree, diploma or certificate from the university.</p> <p>An individual ceases to be an applicant, and becomes a student when: 1) they register for courses, and 2) the add/delete deadline, as published in the <i>Calendar</i>, has passed. Application-related offences discovered after the individual becomes a student will be addressed under the <i>Student Academic Integrity Policy</i> or <i>Student Conduct Policy</i>.</p>
Student Conduct Officer	The person responsible for making a decision on recommendations from Faculty Decision-Makers and other decisions as outlined in the <i>Student Academic Integrity Policy</i> and the associated procedures.
Student Misconduct Appeal Panel	The decision-making body authorised to hear appeals of the decisions of the Faculty Decision-Maker or the Student Conduct Officer.
Transcript	A student’s official academic record issued by the Office of the Registrar and bearing the signature of the Registrar. Information for the transcript is drawn from the central academic record. Information included on the University of Alberta transcript is found in the <i>University Calendar</i> .

RELATED POLICIES, FRAMEWORKS, AND PROCEDURES

If any links are broken, please contact uappol@ualberta.ca	[▲Top]
<p><i>Student Academic Integrity Policy</i></p> <p><i>Student Academic Misconduct Procedure</i></p> <p><i>Student Academic Integrity Policy Appendix A: Academic Misconduct</i></p>	

RELATED LINKS

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

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Sources of on-campus assistance

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

Other conduct policies

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

Information

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

Original Approval Date: [date]
 Most Recent Approval: [date]
 Most Recent Editorial Date: [date]
 Parent Policy: Student Academic Integrity Policy

Student Academic Misconduct Procedure

Office of Administrative Responsibility:	Vice Provost and Dean of Students
Approver:	General Faculties Council
Scope:	This procedure applies to all University of Alberta students as defined in the Student Academic Integrity Policy.

OVERVIEW

As an institution of higher learning, the university adopts procedures that reflect its academic mission, that is, they aim to foster a vibrant and supportive **learning environment**, and, wherever possible, encourage rehabilitation, learning, remediation and personal accountability for students who have contravened the *Student Academic Integrity Policy*. The University is committed to **procedural fairness** and **equity-informed practice** to reduce harm throughout the student **academic integrity** process.

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

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

PURPOSE

The purpose of this procedure is to:

- set out general responsibilities of students, Instructors, Deans and other decision makers involved in an academic integrity process;
- describe how any person may bring forward a potential academic integrity concern;
- set out the recommendations the **Instructor** may make to the **Dean** for addressing a potential academic integrity concern;
- describe the procedure for the Dean for addressing a potential academic integrity concern, including initiating a complaint;
- set out resources for non-disciplinary accountability options;
- describe the procedures for the **Faculty Decision-Maker**,
- describe the procedures for the **Student Conduct Officer**;
- set out the right to appeal the decision of a Faculty Decision-Maker or Student Conduct Officer to the **Student Misconduct Appeal Panel**
- describe the service of documents related to the complaint.

PROCEDURE

1. Responsibilities

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

2. Raising Academic Integrity Concerns

- a. Anyone may raise an academic integrity concern by bringing the concern to the Instructor or, where an Instructor cannot be identified or is unavailable, to the relevant Dean, and should do so as soon as possible after becoming aware of the concern.

- b. The Instructor may raise an academic integrity concern with a student and make any inquiries about the concern as they deem appropriate.

3. Instructor's Recommendations to the Dean

- a. As soon as possible after becoming aware of a potential violation of the *Student Academic Integrity Policy*, the Instructor will provide to the Dean a detailed account of the events that transpired, a brief explanation for their recommendations and supporting documentation or other information relevant to the situation.
- b. The Instructor may recommend to the Dean that the academic integrity concern be addressed through
 - i. non-disciplinary accountability options; or
 - ii. a complaint process.
- c. The Instructor may also include suggestions for specific non-disciplinary or disciplinary outcomes, depending on the overall approach they have chosen to recommend. If a non-disciplinary accountability option is recommended, the Instructor should include any ways in which they would be willing to participate.

4. Procedures to Decide Academic Integrity Pathway

- a. Upon receiving an academic integrity concern, the Dean will consider the information and the Instructor's recommendation as to whether the matter should be addressed through non-disciplinary accountability options or a complaint process.
- b. As soon as possible, the Dean will
 - i. offer the student the opportunity to provide a brief written explanation, in a timely way, of their views on whether the concern should be addressed through non-disciplinary accountability options or through a complaint;
 - ii. offer the student the opportunity to provide any information to the Dean that is relevant to the decision on how to address the concern; and
 - iii. advise the student that they may consult with and be accompanied by an **advisor** at any point during an academic integrity process and provide the student with information about on-campus assistance.
- c. The Dean may also offer to meet with the student, in-person or virtually.
- d. In deciding how to address the academic integrity concern, the Dean may consider
 - i. the information and the Instructor's recommendation, if any, related to the academic integrity concern;
 - ii. the views and information provided by the student;

- iii. the student's participation in a prior non-disciplinary accountability option and/or prior history of academic integrity violations, if any; and
 - iv. any other relevant information.
- e. While the Dean will consider the instructor's recommendation and the views of the student as to how to address the academic integrity concern, the Dean is not bound by that recommendation or those views.
 - f. Notwithstanding the above, students have a right to engage the complaint process. Therefore, where a student wants the academic integrity concern to be addressed through a complaint process, the Dean will follow the procedures under section 6.

5. Non-Disciplinary Accountability Options

- a. Where the Dean offers to address the academic integrity concern through non-disciplinary accountability options, the Dean will determine what actions and/or assignments the student will undertake in order to
 - i. educate and develop the student's understanding of the harms caused by academic misconduct and the importance of academic integrity; and
 - ii. develop the student's knowledge, skills and abilities in a matter that aligns their behaviour with the fundamental values of academic integrity.
- b. The Dean may consider the student's views as to the appropriate non-disciplinary accountability options.
- c. Non-disciplinary accountability options are voluntary. As a result, where a student disagrees with the actions and/or assignments determined by the Dean, the student may opt to have the academic integrity concern addressed in a complaint. In that case, the Dean will follow the procedures under section 6.
- d. Where the Dean's proposed actions and/or assignments would require the participation of any university service unit, office or individual, the Dean will ensure those university units, offices or individuals agree to participate before confirming those actions and/or assignments in writing.
- e. Where the student and the Dean agree, the actions and/or assignments and their agreement to them will be confirmed in writing. The actions and/or assignments must be specific and measurable and a date for their completion must be specified in the agreement. The actions and/or assignments should not involve the instructor who raised the academic integrity concern without the instructor's consent.
- f. The Dean will monitor the student's performance of the actions and/or assignments and, where appropriate, may, in writing, agree to extend any timelines or vary the actions and/or assignments set out in the agreement.

- g. The Dean will determine whether and when the student has successfully completed the actions and/or assignments by the timelines in their agreement. If the student disagrees with the Dean's determinations in any of these respects, the student may, within 5 working days of the decision, apply to a Student Conduct Officer for a decision on whether or not the terms of the agreement have been met. The Student Conduct Officer's decision is final.
- h. Where the Dean determines that the student has successfully completed the actions and assignments as agreed, the Dean will confirm in writing the student's successful completion of the non-disciplinary accountability option to the student, the student's Faculty and the instructor who raised the academic integrity concern.
- i. Where the student completes their educational and/or non-disciplinary accountability expectations successfully, the academic integrity concern will be considered resolved and cannot subsequently be referred for a decision under the complaint process.
- j. Where the Dean determines that the student has not successfully completed the actions or assignments as agreed and following a decision by the Student Conduct Officer on any challenge by the student under Section 5g, the Dean will refer the matter to a Faculty Decision-Maker to address the academic integrity concern through the complaint process.
- k. Information gathered in the course of carrying out a non-disciplinary accountability option will not be used as evidence of a violation in a complaint process, but may be considered in determining an appropriate sanction.
- l. A Dean may consider the student's successful completion of the actions and/or assignments in their agreement to determine whether any subsequent allegation of an academic integrity concern should be addressed through non-disciplinary accountability options or a complaint process.
- m. A Faculty Decision-Maker may consider the student's successful completion of the actions and assignment in their agreement when determining a sanction, when a complaint process is used to address a subsequent academic integrity complaint.

6. Complaint Process for Faculty Decision-Makers

- a. Where the Dean decides to address the academic integrity concern through the complaint process, the Dean will inform the student in writing, giving reasons for the decision, and assign a Faculty Decision-Maker.
- b. The Faculty Decision-Maker will offer the student a **hearing** to determine whether the student agrees with or disputes the facts of the academic integrity concern as disclosed by the instructor or Dean;
- c. the offer of a hearing will include

1. the purpose of the hearing,
 2. the student's right to an advisor,
 3. reasonable disclosure of relevant information related to the academic integrity concern, and
 4. choice of hearing format, for example, written document exchange, or virtual or in-person meeting.
- d. If the student disputes the facts, the Faculty Decision-Maker will review the matter further by talking with the relevant parties and completing any necessary investigation to arrive at a finding, on a balance of probabilities, as to whether the student is in violation of the *Student Academic Integrity Policy*.
- e. Only where the Faculty Decision-Maker has found the student to be in violation, and then prior to imposing a sanction the Faculty Decision-Maker will
- i. check the student's **academic integrity history**, if it exists, to determine if the student has violated the *Student Academic Integrity Policy* to determine if the student has previously engaged in academic misconduct or is or has been involved in any non-disciplinary accountability options.
 - ii. only consider the student's previous violation or involvement in a non-disciplinary accountability option for the purpose of determining an appropriate sanction.
- f. Where the Faculty Decision-Maker determines, on a balance of probabilities, that the student has violated the *Student Academic Integrity Policy*, or where the student does not dispute the facts, the Faculty Decision-Maker may impose one or more of the following sanctions as set out in Schedule B of the *Student Academic Integrity Policy*, and specify any conditions or starting dates required by the following sanctions:
- i. Reprimand,
 - ii. Academic Integrity Conditions,
 - iii. Grade Sanctions,
 - iv. Rescission of Admission Offer,
 - v. Refusal to Consider Application.
- g. In the event that the student refuses or fails to provide a response to the academic integrity concern within a specified period of time, the Faculty Decision-Maker will make a decision, which may include one or more sanctions, taking into account the available evidence.
- h. The Faculty Decision-Maker will communicate their decision in writing to the student,

normally within six weeks of receiving the complaint. The decision will include:

- i. a finding on whether the student is in violation of the *Student Academic Integrity Policy*,
 - ii. the sections of Appendix A of the *Student Academic Integrity Policy*, if any, the student is found to have violated,
 - iii. which sanctions, if any, are being imposed, as per Appendix B of the *Student Academic Integrity Policy*,
 - iv. any conditions imposed as part of those sanctions,
 - v. any recommendation to the Student Conduct Officer, where applicable,
 - vi. the reasons for the findings and sanctions,
 - vii. the student's right to appeal, and
 - viii. the appeal deadline if there is no referral to the Student Conduct Officer.
- i. The Faculty Decision-Maker will refer the case to a Student Conduct Officer where the Faculty Decision-Maker seeks to apply any of the following, either directly or through an Academic Integrity Condition:
 - i. Suspension from an Academic Program,
 - ii. Expulsion,
 - iii. Suspension of a Degree,
 - iv. Rescission of a Degree.
 - j. In making a referral to a Student Conduct Officer, the Faculty Decision-Maker will forward their decision, all relevant information and submissions collected or received by them and reasons for their recommendation of the above sanctions to the Student Conduct Officer.

7. Complaint Process for Student Conduct Officers

- a. After receiving a recommendation from a Faculty Decision-Maker, the Student Conduct Officer will offer the student a hearing. The offer of a hearing will include:
 - i. the purpose of the hearing,
 - ii. the student's right to an advisor,
 - iii. a description of the recommended sanction(s) and their implications, and
 - iv. reasonable disclosure of any information forwarded in support of the Faculty

Decision-Maker's recommended sanctions and the reasons for the recommendation.

- b. Where the student accepts the facts as laid out in the Faculty Decision-Maker's decision, the Faculty Decision-Maker's decision is confirmed and the student may make written or oral submissions about the recommended sanction(s) and their impact.
- c. Where the student disputes facts as laid out in the Faculty Decision-Maker's decision or the Faculty Decision-Maker's interpretation of the facts, the student may provide the Student Conduct Officer with a written or oral response to the Faculty Decision-Maker's decision along with any relevant information or supporting documents.
- d. The Student Conduct Officer may, at their discretion, engage in further investigation as necessary.
- e. When the Student Conduct Officer is satisfied they have access to all of the available evidence, they will determine, on a balance of probabilities, whether the student was in violation of the *Student Academic Integrity Policy* ("Violation") or the violation was not established ("No Violation").
- f. If a student declines the hearing, either directly or through missing a reasonable deadline for the hearing, the Student Conduct Officer will confirm the Faculty Decision-Maker's decision and proceed to a consideration of the recommended sanction(s).
- g. Where the Faculty Decision-Maker's decision is confirmed, the Student Conduct Officer will determine sanctions, if any, from the list in Appendix B of the *Student Academic Integrity Policy*. The Student Conduct Officer will take into account:
 - i. the recommendation of the Faculty Decision-Maker,
 - ii. what they learned from the student,
 - iii. the available information, and
 - iv. other relevant factors, including applicable prior conduct history.
- h. The Student Conduct Officer will specify any starting dates, conditions or other details required for the sanctions imposed.
- i. Any sanctions imposed by the Faculty Decision-Maker will stand except where
 - i. the Student Conduct Officer finds No Violation of the *Student Academic Integrity Policy* or
 - ii. new information or circumstances clearly warrant a variation of the sanctions imposed by a Faculty Decision-Maker.
- j. Where the Student Conduct Officer finds No Violation or varies the sanction imposed by

the Faculty Decision-Maker, the earlier decision by the Faculty Decision-Maker will be set aside and, where applicable, the course element will be marked and factored into the student's final grade.

- k. The Student Conduct Officer will communicate their decision in writing to the student, normally within six weeks of receiving the referral. The decision will include:
 - i. whether the Faculty Decision-Maker's decision is confirmed or set aside,
 - ii. the sections of Appendix A of the *Student Academic Integrity Policy*, if any, the student is found to have violated,
 - iii. an overview of the evidence and arguments considered,
 - iv. information, including any history of related violations, that may have been influential in determining the appropriateness of the sanction(s),
 - v. any sanctions imposed, as per Appendix B of the *Student Academic Integrity Policy*,
 - vi. any conditions imposed as part of those sanctions,
 - vii. the reasons for the findings and sanctions,
 - viii. information regarding deadlines and procedures for appeal, and
 - ix. a list of on-campus assistance.
- l. Where the Student Conduct Officer is not able to provide the written decision within the timeline noted above, the Student Conduct Officer will give the student and the Faculty Decision-Maker written notice of the anticipated timeline for the decision.
- m. The Student Conduct Officer's decision is subject to appeal by both the student and the Faculty Decision-Maker, as set out in the *Student Academic Misconduct Appeal Procedure*.
- n. The Student Conduct Officer's decision is final and takes effect immediately, subject to an appeal under the *Student Academic Misconduct Appeal Procedure*.

8. Complaint Service and Notice

- a. The Faculty Decision-Maker and, if applicable, the Student Conduct Officer will send their decision electronically to the
 - i. student,
 - ii. Instructor who raised the academic integrity concern,
 - iii. Dean of the College and/or Faculty in which the student is registered,

- iv. if applicable, student’s advisor and Graduate Coordinator, and
 - v. Appeals and Compliance Coordinator.
- b. In addition, the Student Conduct Officer will provide a copy of the decision for information to the:
- i. Faculty Decision-Maker who referred the matter to the Student Conduct Officer,
 - ii. Office of General Counsel, and
 - iii. Vice Provost and Dean of Students.
- c. All decisions will be communicated using university accounts. See the *Electronic Communication Policy for Students and Applicants* in the *University Calendar*. Where a student’s advisor does not have a university account, the student may forward the decision to their advisor.
- d. The Faculty Decision-Maker and/or Student Conduct Officer may also provide a copy or excerpts of the decision to any other University of Alberta unit as may be appropriate to administer the sanction or for other authorised purposes, for example, to units including, but not limited to, the following:
- i. the Office of the Registrar where a sanction is to be noted on the student’s central academic record or **transcript**,
 - ii. the partner institution for programs jointly offered with that partner institution, when the violation relates to the student’s conduct at that partner institution.

9. Records

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

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.		[▲Top]
Academic integrity	Academic integrity refers to the expectation that every member of an academic community will conduct themselves with the highest standards of ethical conduct. A student demonstrates academic integrity in ways that include:	

	<ol style="list-style-type: none"> 1. situating their own work in the larger body of knowledge, properly acknowledging the work of others, 2. accurately distinguishing their own ideas, words images and data from those developed using other sources, and 3. Avoiding any activity that results in unfair academic or other advantage for themselves or others. <p>Failing to align with the principles of academic integrity harms the entire university community, regardless of whether that failure stems from a lack of knowledge, skill or an attempt to gain unfair academic or other advantage.</p>
<p>Academic integrity history</p>	<p>The records related to the academic integrity proceedings undertaken in relation to a student, including but not limited to, any non-disciplinary actions and/or assignments and their outcomes, any violations investigated, evidence collected and the findings, if any, of the decision-maker. Academic integrity history records are held electronically and are updated as cases progress through the process described in the <i>Student Academic Misconduct Procedure</i> and the <i>Student Academic Misconduct Appeal Procedure</i>.</p>
<p>Advisor</p>	<p>An individual who assists a student during an academic integrity process. Assistance may be provided by the Office of the Student Ombuds, Student Legal Services, legal counsel or another advisor chosen by the student.</p>
<p>Dean</p>	<p>“Dean” means</p> <ul style="list-style-type: none"> ● the Dean of the Faculty, or their delegate, in which a course is offered when the allegation of academic misconduct occurs in a course element, or ● the Dean of the Faculty, or their delegate, to which an student applied or has applied, for application-related offences, or ● the Dean of the Faculty, or their delegate, in which the student is enrolled, in all other cases, or ● the Registrar or their delegate where a student is enrolled in Open Studies, or ● the Associate Vice-President, Online Learning and

	Continuing Education.
Equity-informed practice	An approach to processes, procedures and service provision that centres equitable and inclusive access, aspires to barrier-free design for learning principles, and supports reasonable accommodation when access to or participation in the learning environment is limited as a result of a protected ground.
Faculty Decision-Maker	The individual the Dean has delegated authority to hear and decide an academic integrity complaint.
Hearing	The opportunity for students to provide or respond to information, arguments, and evidence in a complaint process. A hearing can take the form of written document exchange and/or one or more oral meetings, either virtual or in-person, with the decision maker.
Instructor	An individual who is responsible for the administration of a university course or program of study, including but not limited to: the individual who taught the course, a course coordinator, a lab instructor, course captain, graduate supervisor, or supervisory committee chair. "Instructor" should be interpreted broadly to include any individual responsible for the assessment of student academic performance in a course or program of study.
Learning environment	The learning environment is to be understood broadly to encompass all aspects of university life. It includes: <ul style="list-style-type: none"> • physical and virtual spaces where university teaching, learning, work, research, residence, recreational and social activities take place; • university activities, events and functions, including, but not limited to, teaching, research, studying, work, administration, meetings, public service, travel, conferences, training, public lectures, performances, student group events, and social or sports activities.
Non-disciplinary accountability options	Voluntary, collaborative facilitated processes to explore personal accountability options outside of a complaint. Designed to assist a person in identifying and ameliorating negative consequences of their behaviour and/or align their academic success with the

	<p>principles of academic integrity. Non-disciplinary accountability options are intended to be flexible and creative, and may include, but are not limited to: remedial, restorative, and other facilitated processes to create space for accountability, with or without a complaint.</p>
Procedural fairness	<p>The elements of the process used by a decision-making body authorised by statute or policy to make a decision that affects an individual's rights, privileges, or interests, that give effect to an individual's right to reasonable notice of the case to meet, the opportunity to respond and the right to an impartial decision maker.</p>
Student	<p>An individual who is or has been registered as a student at the university whether or not for credit and includes current undergraduate and graduate students, postgraduate learners, former students, and graduates who have received a degree, diploma or certificate from the university.</p> <p>An individual ceases to be an applicant, and becomes a student when: 1) they register for courses, and 2) the add/delete deadline, as published in the <i>Calendar</i>, has passed. Application-related offences discovered after the individual becomes a student will be addressed under the <i>Student Academic Integrity Policy</i> or <i>Student Conduct Policy</i>.</p>
Student Conduct Officer	<p>The person responsible for making a decision on recommendations from Faculty Decision-Makers and other decisions as outlined in the <i>Student Academic Integrity Policy</i> and the associated procedures.</p>
Student Misconduct Appeal Panel	<p>The decision-making body authorised to hear appeals of the decisions of the Faculty Decision-Maker or the Student Conduct Officer.</p>
Transcript	<p>A student's official academic record issued by the Office of the Registrar and bearing the signature of the Registrar. Information for the transcript is drawn from the central academic record. Information included on the University of Alberta transcript is</p>

found in the *University Calendar*.

RELATED POLICIES, FRAMEWORKS, AND PROCEDURES

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- [Code of Applicant Behaviour](#)
- [Discrimination, Harassment and Duty to Accommodate Policy](#)
- [Information Technology Use and Management Policy](#)
- [Practicum Intervention Policy](#)
- [Protocol for Urgent Cases of Violent, Threatening or Disruptive Behaviour](#)
- [Research and Scholarship Integrity Policy](#)
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- [l'Association des Universitaires de la Faculté Saint-Jean \(AUFSJ\)](#)
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- [Academic Success Centre](#)

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 Parent Policy: Student Academic Integrity Policy

Student Academic Integrity Policy

Appendix A: Academic Misconduct

Office of Accountability:	Office of the Provost and Vice-President (Academic)
Office of Administrative Responsibility:	Vice-Provost and Dean of Students
Approver:	General Faculties Council (Committee on the Learning Environment and Student Affairs)

1. Plagiarism

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

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

2. Examination Cheating

In an examination, test, quiz or other similar assessment activity that takes place as part of a course element (including proctored or non-proctored, in-person, take home, or online assessment activities):

- a. obtaining or attempting to obtain information from another student or other unauthorised source,
- b. giving or attempting to give information to another student, or
- c. using, or attempting to use or possessing for the purposes of use any unauthorised material or device, or.
- d. Representing or attempting to represent oneself as another or attempting to

have oneself represented by another in an examination, test, quiz or other scholarly activity.

3. Contract Cheating

Using a service, company, website, or application to

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

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

4. Unauthorised Collaboration

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

- a. Submitting any assignment as the student's own work which contains
 - i. material generated by anyone other than the student named on the assignment, and
 - ii. without acknowledgement and the express permission of the instructor.
- b. Representing another's substantial editorial or compositional assistance on a course element, or any other academic or scholarly activity, as one's own work.
- c. Knowingly advising, encouraging, aiding or assisting another person, directly or indirectly, to commit any violation under this policy.

5. Misrepresentation

- a. Misrepresenting pertinent facts to any member of the university community for the purpose of obtaining unfair academic advantage.
- b. Including in any course element or scholarly activity a statement of fact the

student knows to be false, a reference to a source the student knows to contain fabricated claims (unless acknowledged by the student), or a fabricated reference to a source in any academic submission for assessment or credit.

- c. Failing to provide pertinent information on an application for admission.
- d. Misrepresenting or falsifying academic credentials, or altering an official university certification document or transcript for use in external applications including but not limited to, jobs, grants, co-op, placements, and other professional activities.

6. Unauthorised Resubmission

Submitting in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any course element which has previously been submitted for credit in another course or which has been or is being submitted by the student in another course or program of study in the university or elsewhere.

7. Misuse of University Academic Materials or Other Assets

- a. Gaining access to, distributing, or receiving any confidential academic material such as pending examinations, laboratory results or the contents thereof from any source without prior and express consent of the instructor.
- b. Selling, taking, distributing or sharing course or research materials not owned by the student, including but not limited to lecture materials, biological, chemical or other assets, handouts, assignment or exam questions, slide presentations and other similar materials without the instructor’s or owner’s consent.

8. Research and Scholarship Misconduct

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

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.		[▲Top]
Academic misconduct	Prohibited conduct as set out in Appendix A of the <i>Student Academic Integrity Policy</i> .	
Course element	Any activity or work product submitted for evaluation in a course or program of study including, but not limited to, written or oral exams,	

take home exams, quizzes, assignments, presentations, papers, practicums, theses, dissertations, and labs.

RELATED FRAMEWORKS, PROCEDURES AND GUIDELINES

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Student Academic Integrity Policy
Student Academic Misconduct Procedure
Student Academic Misconduct Appeal Procedure
Student Academic Integrity Policy Appendix B: Sanction Descriptions and Impact

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- [Augustana Students' Association](#)
- [First Peoples House](#)
- [Academic Success Centre](#)

Other conduct policies

- [Discrimination, Harassment and Duty to Accommodate Policy](#)
- [Information Technology Use and Management Policy](#)
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 Parent Policy: Student Academic Integrity Policy

Student Academic Integrity Policy:

Appendix B: Sanction Descriptions and Impact

Office of Accountability:	Office of the Provost and Vice-President (Academic)
Office of Administrative Responsibility:	Vice-Provost and Dean of Students
Approver:	General Faculties Council (Committee on the Learning Environment and Student Affairs)

1. Reprimand

- a. A reprimand is a disciplinary record that a student has been found responsible for a policy violation. It is noted in the student’s **Academic Integrity History**, according to the established record retention schedule.

2. Academic Integrity Conditions

- a. Academic integrity conditions is a sanction that has two components:
 - i. the sanction requires that students satisfy specific conditions or restrictions, not to exceed the duration of the student’s program, and
 - ii. provides for a specific secondary sanction that will be imposed on the student in the event the student does not satisfy those specific conditions or restrictions.

- b. The conditions and restrictions that may be applied include one or more of the following in order to rectify and or redress the violation:
 - i. not to commit any further violations during the term of academic integrity conditions;
 - ii. to complete a relevant reflection assignment;
 - iii. to complete an academic integrity workshop or activity for intellectual development;
 - iv. rewrite and resubmit the course element in question;
 - v. to meet such other reasonable conditions considered desirable for protecting the integrity and value of the University of Alberta degree or other accreditations.
- c. The secondary sanctions that must be applied, as part of academic integrity conditions, are any of the sanctions set out in this Schedule.
- d. Where the secondary sanction is outside of the Faculty Decision-maker's authority, as set out in section 6d of the Policy, the FDM must refer the issue of sanction to the Student Conduct Officer with a recommendation.
- e. Academic integrity conditions will specify who has the responsibility to ensure compliance with the terms and to certify, when and as necessary, that the conditions have been met to a reasonable standard of performance, or have been breached.
- f. Any appeal of the academic integrity conditions, including the secondary sanction, must be made at the time the initial sanction is imposed and within the time limits set out in the *Student Academic Misconduct Appeal Procedure*. If the conditions are not met, no further appeal is available when the secondary sanction is imposed.
- g. The details of any academic integrity conditions will be kept in the student's Academic Integrity History according to the established record retention schedule.
- h. Any subsequent conduct that constitutes a breach of the prescribed academic integrity conditions during the defined period may lead to additional proceedings under this policy.

3. Grade Sanctions

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

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

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

4. Refusal to Consider Applications

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

5. Rescission of Admission Offer

- a. Rescission of any current offer of admission received by the applicant, whether

conditional or final, and cancellation of any registration. This sanction may only be imposed for application-related offences.

6. Suspension from Academic Program

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

7. Expulsion

- a. Expulsion is a complete withdrawal from the university for an indefinite period of time.
- b. Expulsion will be noted in the student's academic file in the Faculty in which they are registered, as a negative service indicator in the student's central academic record and on the student's transcript in perpetuity.

- c. The student will receive credit for any course passed before the effective date of the expulsion. Withdrawals resulting from a decision of expulsion will show as grades of "W" on the student's transcript and will remain part of their central academic record.
- d. A student will be withdrawn from all courses as of the date of expulsion; the fee refund dates outlined in the *University Calendar* will apply.
- e. The student may, after no less than four years have elapsed, petition the Provost for permission to apply for admission. On receiving the request, the Provost will consult with the Student Conduct Officer and the Faculty/College from which the student was expelled and the Faculty/College to which the student seeks admission. In addition, the Provost may require the student to support their petition with written submissions and evidence. The Provost's decision is final and not subject to appeal.
- f. Any course work completed at any institution during the period of expulsion will not be accepted as credit towards a student's degree or other accreditation, or for admission to a program, or any other certification at the University of Alberta.

8. Suspension of a Degree

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

9. Rescission of a Degree

- a. Rescission of a degree means that the original award of a degree will be perpetually deleted from the student's central academic record. The student's transcript will indicate that the degree has been rescinded.

- b. The Student Conduct Officer may recommend to the Provost that the university publish notification of the rescission of the degree. In the case of a professional degree, this would include notification to the appropriate professional body. The Provost's decision to act on this recommendation shall be deferred until an appeal is heard and decided. The Provost's decision is final and not subject to appeal.

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.		[▲Top]
Academic Integrity History	The records related to the academic integrity proceedings undertaken in relation to a student, including but not limited to, any non-disciplinary actions and/or assignments and their outcomes, any violations investigated, evidence collected and the findings, if any, of the decision-maker. Academic integrity history records are held electronically and are updated as cases progress through the process described in the <i>Student Academic Misconduct Procedure</i> and the <i>Student Academic Misconduct Appeal Procedure</i> .	
Academic misconduct	Prohibited conduct as set out in Appendix A of the <i>Student Academic Integrity Policy</i> .	
Central academic record	A continuing record maintained by the Office of the Registrar, where all matters relating to courses, grades, and academic standing and probation are permanently recorded. Transitory notations, such as service indicators are also noted in the central academic record while they are in effect.	
Negative service indicator	A transitory notation that can be placed on a student's central academic record during the period it is in effect. Service indicators assist staff in the provision or restriction of services but do not appear on a transcript. Negative service indicators can be used for financial, disciplinary or other extraordinary matters. Examples include, but are not limited to: refusal to consider applications, suspension, and expulsion.	
Provost	Provost and Vice-President (Academic) or delegate.	
Transcript	A student's official academic record issued by the Office of the	

	<p>Registrar and bearing the signature of the Registrar. Information for the transcript is drawn from the central academic record. Information included on the University of Alberta transcript is found in the University Calendar.</p>
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RELATED FRAMEWORKS, PROCEDURES AND GUIDELINES

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<p><i>Student Academic Integrity Policy</i> <i>Student Academic Misconduct Procedure</i> <i>Student Academic Misconduct Appeal Procedure</i> <i>Student Academic Integrity Policy Appendix A: Academic Misconduct</i></p>	

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<p>Sources of on-campus assistance</p> <ul style="list-style-type: none"> ● Office of the Dean of Students ● Office of the Student Ombuds ● Student Legal Services ● Students' Union (SU) ● Graduate Students' Association (GSA) ● l'Association des Universitaires de la Faculté Saint-Jean (AUFSJ) ● Augustana Students' Association ● First Peoples House ● Academic Success Centre <p>Other conduct policies</p> <ul style="list-style-type: none"> ● Discrimination, Harassment and Duty to Accommodate Policy ● Information Technology Use and Management Policy ● Practicum Intervention Policy ● Protocol for Urgent Cases of Violent, Threatening or Disruptive Behaviour ● Residence Community Standards ● Sexual and Gender-Based Violence Policy ● Student Groups Procedure 	

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



FINAL ITEM NO. 8

Decision X Discussion **Information**

ITEM OBJECTIVE: Approval of a new exam rescheduling procedure

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

Motion: THAT the General Faculties Council approve the proposed UAPPOL Exam Rescheduling Procedure, as set forth in Attachment 1, to take effect September 3, 2024.

EXECUTIVE SUMMARY:

Background

The approval of the 2024-2025 Academic Schedule required a shift to a new exam scheduling model. To accommodate 63 teaching days per term while maintaining the current number of non-instructional days, we will now schedule three final exams per day, an increase from the practice of two per day. This change will be effective in the Fall 2024 term.

The move to three daily final exams aligns us with the practices of nearly all U15 institutions. This adjustment offers several advantages:

- The final exam period will conclude 1-4 days sooner.
- We will have additional capacity to hold consolidated final exams.
- It expands our capacity to schedule final exams and accommodate growing student enrollments.

To complement the transition to three final exams per day, we are implementing a new procedure designed to support students who are scheduled to write three exams in four consecutive time slots.

Recognizing the potential difficulty of this situation, we will offer students the opportunity to request a rescheduling of one of their exams.

This procedure is designed to ensure that all students have a fair chance to perform at their best during the examinations.

Next Steps

A robust communications plan is being developed to inform students, instructors, and faculties about the new exam scheduling practices and the exam rescheduling procedure.

Attachments

GOVERNANCE OUTLINE

ITEM NO. 8

Attachment 1: Exam Rescheduling Procedure (UAPPOL) (April 17, 2024)

SCHEDULE A:
Engagement and Routing

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

Those who are actively participating:

- Office of the Registrar

Those who have been consulted:

- Consultation with Program Support Team, February 29.
- Consultation with Committee on Student Affairs (COSA), March 21.
- Consultation with Committee on the Learning Environment (CLE), March 27.
- Consultation with GFC Executive, April 8.
- Dean of Students
- Office of Education in each college.
- Students' Union
- Program Support Team
- Committee on the Learning Environment
- GFC Executive Committee
- Office of the Provost

Those who have been informed:

- Advisory Committee on Enrolment Management

Approval Route:

- Committee on the Learning Environment, April 24, 2024, for recommendation.
- General Faculties Council, April 29, 2024, for final approval.

Supplementary Notes / Context:

At the April 24, 2024 meeting of CLE, members recommended that the General Faculties Council approve the proposed exam rescheduling procedure. The Committee recognized the need for this procedure and appreciated the ways instructor and students perspectives have been incorporated.

During their deliberations, committee members expressed concerns about the responsibility of instructors to invigilate exams. The following considerations were expressed:

- the instructor might be "unable" to invigilate;
- the role of the faculty, teaching unit, or program in supporting the rescheduling process should be considered; and
- whether invigilation was the responsibility of the instructor.

Given these considerations, CLE:



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- recommended thoughtful communication about these changes with care and attention to the impact on students and instructors;
- endorsed the commitment from the Office of the Registrar to evaluate implementation using data collected from both students and instructors across faculties; and
- asked to receive an update on implementation in the coming year.

Original Approval Date: -
 Most Recent Approval: -
 Most Recent Editorial Date: -
 Parent Policy: [Academic Schedule Policy](#)

Exam Rescheduling Procedure

Office of Administrative Responsibility:	Office of the Registrar
Approver:	Office of the Provost and Vice-President (Academic)
Scope:	Compliance with this University procedure extends to all academic, support and excluded staff, and academic colleagues as outlined and defined in the Recruitment Policy (Appendix A and Appendix B:Definitions and Categories), undergraduate and graduate students and post-doctoral fellows.

OVERVIEW

The Office of the Registrar recommends on the Academic Schedule to the GFC Executive Committee who approves it. In order to ensure 63 teaching days and schedule final exams within the approved two-week examination period, the Office of the Registrar schedules three final exams per day in that period. Pursuant to subsection 26(1)(e) of the Post-secondary learning Act, General Faculties Council may make decisions as to the conduct of examinations. GFC has set out the following procedure to provide guidelines for students who are scheduled to write three or more final exams within four consecutive time slots, outlining how they can request to have one of these exams rescheduled to a different date and time.

PURPOSE

The purpose of this procedure is to establish the eligibility criteria, application process, and guidelines for rescheduling a final exam when a student is scheduled to write three exams in four consecutive time slots.

PROCEDURE

This procedure is applicable only to final examinations scheduled within the **term's** official final exam period (as defined in the **Academic Schedule**).

1. The University holds three final exams per day during the final exam period, including 8:30 a.m., 1:00 p.m., and 5:30 p.m. When a student is scheduled to write three (3) or more final examinations within four consecutive time slots, they are eligible to request rescheduling of one of the exams.

For example, a student is eligible if they are scheduled to write one exam at 8:30 a.m. and one exam at 5:30 p.m. on one day, and another exam at 8:30 a.m. the next day.

A student is not eligible if they are scheduled to write one exam at 8:30 a.m. and one exam at 5:30 p.m. on one day, and another exam at 1:00 p.m. the next day.

2. Efforts will be made to hold rescheduled exams no later than December 22 in the Fall Term and April 30 in the Winter Term. However, in some cases, exams may be rescheduled beyond the end of the Final Exam period. Reasons may include, but are not limited to: using a faculty's pre-established common deferred exam date for the purpose of rescheduled exams and constraints such as exam venue availability or instructor availability.
3. Students who are eligible to reschedule an exam may submit their application through Bear Tracks. Applications for rescheduling in the Fall Term must be received by mid-November, and by mid-March for the Winter Term (specific dates will be provided in the University's Academic Schedule). Opting to reschedule an exam is discretionary; students retain the option to write all three exams at their initially scheduled times.
4. The Office of the Registrar will review and approve or deny applications based on the student's final exam schedule.
5. Students may select which eligible exam they wish to reschedule and submit their request to the Office of the Registrar. The Office of the Registrar will select a new date, time, and venue for the rescheduled exam, and inform the instructor. If the instructor is unable to invigilate the exam during the new date/time, they may select a different day/time and inform the Office of the Registrar no later than two weeks before the final exam period begins. Rescheduled exam dates, times, and locations will be made available for students in Bear Tracks at least two weeks before the commencement of the official examination period.
6. If a student's rescheduled exams lead to another instance of three exams within four consecutive time slots, or an exam conflict, the Office of the Registrar and the instructor will work with the student to make alternate arrangements.

7. If a student has an approved exam accommodation, they must work with the Academic Success Centre to make arrangements for their rescheduled exam.
8. The course instructor is responsible for invigilating the rescheduled exam. Should the instructor be unable to perform this role, the respective teaching department or faculty will appoint an alternative invigilator. The invigilator's duties include providing the exam papers, overseeing the exam session, and collecting the completed papers at the end of the exam.
9. If a student misses their rescheduled final exam and is eligible for a deferred exam (see [Absence from Final Exams](#) in the University Calendar), they must follow all established policies and procedures related to exam deferrals. (See [Deferred Final Exams](#) in the University Calendar).

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. [▲Top]	
Term	The Academic Year is divided into four (4) (Fall, Winter, Spring, Summer) terms for the purposes of registration and the scheduling of classes and examinations.
Academic Schedule	The Academic Schedule is the listing of important dates and deadlines for the University of Alberta, and is published in the University Calendar each year.

RELATED POLICIES, FRAMEWORKS, AND PROCEDURES

If any links are broken, please contact uappol@ualberta.ca [▲Top]
Academic Schedule Policy

RELATED LINKS

If any links are broken, please contact uappol@ualberta.ca [▲Top]
Absence from Final Exams Deferred Final Exams



Decision **Discussion** **Information**

ITEM OBJECTIVE: TO approve:

1. proposed revisions to:
 - (a) the GFC Academic Planning Committee (the **"APC"**) Terms of Reference (the **"Revised APC ToR"**) stemming from the work of the GFC Executive Governance and Procedural Oversight Committee (the **"GPO"**);
 - (b) the GFC Committee on the Learning Environment (the **"CLE"**) Terms of Reference (the **"Revised CLE ToR"**) stemming from the work of GPO; and
 - (c) the GFC Programs Committee (the **"PC"**) Terms of Reference (the **"Revised PC ToR"**) and together with the Revised APC ToR and the Revised CLE ToR, the **"Revised ToRs"**) stemming from the work of GPO;
2. the dissolution of:
 - (a) the GFC Facilities Development Committee (the **"FDC"**) as a result of the approval of the Revised APC ToR and further to a tabled motion proposing such an action; and
 - (b) the GFC Student Conduct Policy Committee (the **"SCPC"**) as a result of the approval of the Revised CLE ToR.

DATE	April 29, 2024
TO	General Faculties Council
RESPONSIBLE PORTFOLIO	General Faculties Council (GFC)

MOTION 1: THAT the General Faculties Council approve the proposed revisions to the GFC Academic Planning Committee Terms of Reference as set forth in Attachment 1, to take effect upon approval.

MOTION 2: THAT the General Faculties Council take the following motion, dated June 6, 2022, from the table:

*"THAT the General Faculties Council approve the proposed changes to the terms of reference for the GFC Academic Planning Committee, as set forth in attachment 1, and the GFC Committee on the Learning Environment, as set forth in attachment 2, and the concurrent disbanding of the GFC Facilities Development Committee, all to take effect on July 1, 2022." (the **"2022 Motion"**)*

MOTION 2A: THAT the General Faculties council amend the 2022 Motion to read as follows:



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“THAT the General Faculties Council approve the disbanding of the GFC Facilities Development Committee, to take effect upon approval.”

MOTION 3: THAT the General Faculties Council approve the proposed revisions to the GFC Committee on the Learning Environment Terms of Reference as set forth in Attachment 2, to take effect upon approval.

MOTION 4: THAT the General Faculties Council approve the dissolution of the GFC Student Conduct Policy Committee as a result of the approval of the Revised GFC Committee on the Learning Environment Terms of Reference as set forth in Attachment 2, to take effect upon approval.

MOTION 5: THAT the General Faculties Council approve of the proposed revisions to the GFC Programs Committee Terms of Reference as set forth in Attachment 3, to take effect upon approval.

EXECUTIVE SUMMARY:

GFC has committed to reviewing each of its standing committee’s Terms of Reference on a three year cycle. The Revised ToRs have been drafted using a template that articulates decision-making authority in relation to the powers, functions, and duties as set out in the *Post-secondary Learning Act* (Alberta) (the “PSLA”).

1. Revised APC ToR

The Revised APC ToR has focussed on:

- (a) aligning the committee’s delegated authority with power, duties and functions held by the GFC and set out in the PSLA (primarily Sections 19 and 26),
- (b) removing words, terms and provisions from APC’s current terms of reference that are unnecessary for the committee or outside of the GFC’s scope of authority, and
- (c) updates and additions to the definitions for the terms of reference (as necessary or appropriate).

The objective is to enhance decision making by making explicit the authority delegated to the committee by GFC and through precise definitions of terms.

The Revised APC ToR include changes to the committee composition, removal of responsibilities that are outside APC’s scope of authority, and the addition of new authority in alignment with the committee’s mandate.

Changes to delegated authority



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The current APC terms of reference give APC the authority to approve name changes to departments and divisions, to recommend to GFC on name changes of faculties, and to receive for information name changes to units on campus. These three responsibilities have been removed because the PSLA does not confer upon GFC the power to approve name changes to departments and divisions, or faculty names, and because GFC cannot compel administration to report them. It is therefore not a power GFC can delegate to APC and has been omitted from the Revised APC ToR.

The Revised APC ToR clarify the delegated authority to APC over budget matters as the PSLA expressly provides that GFC has the authority to make recommendations to the Board of Governors (the “**Board**”) with respect to, among other things, the budget. However, the authority to make recommendations on fees to be levied upon a “substantial group of students” has been removed as this power is within the Board’s authority.

The Revised APC ToR clarifies authority over facilities and contemplates new authority to have APC review and approve proposed General Space Programs for academic units. Currently, this power is within FDC’s scope of authority. In addition to the foregoing, the Revised APC ToR contemplates that APC will consider:

1. the Long Range Development Plan (with regards to subsections 19(b) and (c) of the PSLA);
2. the planning and use of physical facilities, and
3. the use of land owned by or leased to the University.

Currently, FDC is responsible for making recommendations to APC concerning policy matters with respect to the foregoing.

2. Dissolution of FDC

The 2022 Motion included proposed changes to the APC Terms of Reference and the Terms of Reference for the GFC Committee on the Learning Environment. Members discussed the cancellation of FDC meetings, the difficulties in constituting and situating committees that had very little work to do, the importance of GFC weighing in on facilities related matters, and the authority of the Office of the Vice-President (Facilities and Operations) related to space management.

GFC members debated a proposed amendment to the motion and there was a significant amount of uncertainty expressed by members so the [decision was made to table the item](#).

If Motion 1 is approved, the Revised APC ToR would leave FDC with the limited scope of responsibility to make recommendations to the APC concerning policy matters with respect to the matters set out in [sections 5.1, 5.2 and 5.3 in its Terms of Reference](#).

It is proposed that FDC does not need to serve this role and the committee can be dissolved as contemplated in the 2022 Motion.

3. Revised CLE ToR



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CLE has delegated authority from GFC to review policies on student evaluation of teaching and assessment policies. The Revised CLE ToR seek to:

- (a) more closely connect the committee's authority to the PSLA;
- (b) provide clear definitions of authority over assessment;
- (c) subsume delegated authority over the supervision of students affairs currently held by the Student Conduct and Policy Committee; and
- (d) make requisite changes to committee composition in light of the foregoing.

Connecting with the PSLA

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

1. GFC's authority over academic affairs has been delegated to CLE for the committee to make recommendations to GFC with respect to amendments to the Teaching, Learning and Evaluation Policy.
2. The authority of the committee to make recommendations on university-wide strategies for the learning environment is now connected to GFC's authority over academic and campus planning.
3. CLE's relationship to University Libraries is articulated in relation to GFC's authority to make rules and regulations for the management and operation of libraries.

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

Authority over assessment

The current CLE terms of reference lack defined terms to differentiate between evaluation of teaching, assessment of student learning, and authority over regulation of evaluation and assessment. Proposals that are deemed "**substantial**" will continue to be approved by GFC, while minor and major proposals are delegated to the committee for approval.

To remedy this, a clear connection to the powers of faculty councils and GFC is established and defined terms with references to University regulations are articulated in definitions. In deference to the authority of faculty councils, approval of minor, faculty specific assessment regulations has been sub-delegated for approval by the Provost.

These changes clarify that determining regulations related to evaluation and examinations is foundational to the learning environment.

Addition of delegated authority over student affairs



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

Many meetings of SCPC have been cancelled in the past five years presenting challenges for engagement of members and orientation. Integrating the delegated authority into the CLE will ensure more engaged decision making aligned with regulation on assessment and in consideration of the learning environment.

Currently, SCPC reviews changes to the Code of Student Behavior (“**COSB**”), the Code of Applicant Behaviour (“**COAB**”), and the Practicum Intervention Policy. The recently approved Residence Community Standards Policy and Student Conduct Policy and the forthcoming Student Academic Integrity Policy reduce the need for a stand-alone GFC committee devoted to regular review of the COAB and COSB.

Composition

In light of the additional authority on student affairs, the Vice-Provost and Dean of Students and a representative from Student Residences, appointed by the Students’ Union will be added as *ex officio* members. The Associate Chair representative has been removed because these roles have been eliminated across the University. A seat formerly filled by a Vargo or other teaching award winner has been removed to keep committee size manageable. At the request of student members, the elected student representative from residence associations will be replaced by the UASU’s Vice-President (Student-Life). New resource members with expertise on student affairs and discipline will also be added.

4. Dissolution of SCPC

The University is shifting its student discipline approach towards prevention and restorative justice. The transferring of SCPC’s authority to CLE allows for more holistic decision-making, considering the learning environment. Many SCPC meetings were canceled in the past five years, hindering member engagement. Integrating authority into CLE will ensure aligned decision-making with regulations and learning environment considerations.

5. Revised PC ToR

The Revised PC ToR includes new definitions and interpretation to clarify authority and provide a framework for appropriate levels of scrutiny by GFC. PC’s role to recommend and approve regulations related to academic programs and online and continuing education programs is clarified. Proposed changes to sub-delegate authority are intended to streamline program approvals through deference to faculty council authority over programs of study and regulation



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for admissions, transfer and academic standing. Changes to the committee composition align with GFC principles of committee composition and look to strengthen the link to GFC.

Definitions and interpretation

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

Additional delegated authority

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

Sub Delegation of authority

Currently, PC reviews hundreds of reports of decisions made by Faculty Councils using power articulated in the PSLA and approves course and minor program regulation changes. Approval of a new sub-delegation to the Provost would mean that only proposals qualified as "major", meaning those that could be reasonably expected to lead to significant administrative and/or academic impacts on the proposing Faculty or other Faculties or the University, would require PC approval. This change demonstrates deference to Faculty Councils authority who are best placed to determine their courses and minor program regulation changes.

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

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

Composition

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



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addition, because the majority of appointees have been academic administrators, ex officio perspectives have outweighed those of elected GFC representatives.

Supporting Materials:

- [GFC Facilities Development Committee Terms of Reference](#)
- [GFC Student Conduct Policy Committee Terms of Reference](#)

Attachments

1. GFC APC ToR
2. GFC CLESA ToR
3. GFC PC ToR



SCHEDULE A:

Engagement and Routing

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

APC ToR Engagement and Consultation

Those who are actively participating:

- GPO - Apr 4, 2022, Jan 23, 2023, October 23, 2023, November 27, 2023, January 22, 2024, February 5, 2024, March 4, 2024

Those who have been consulted:

- Academic Planning Committee - September 14, 2022

Those who have been informed:

- The Office of the Provost and Vice-President (Academic)
- The Office of the Vice-President (Research and Innovation)
- The Office of the Vice-President (Facilities and Operations)

Approval Route:

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

CLE ToR Engagement and Consultation

Those who are actively participating:

- GFC - March 18, 2024
- EXEC - March 11, 2024
- Email Consultation with SCPC and CLE
- GPO - January 23, 2023, October 23, 2023, January 22, 2024, February 5, 2024, March 4, 2024
- CLE - March 30, 2022, February 8, 2023, March 27, 2024
- SCPC - January 24, 2022, February 7, 2022, email consultation March 2024

Those who have been consulted:

- The Office of the Provost and Vice-President (Academic)
- The Office of the Vice-Provost and University Registrar



<ul style="list-style-type: none"> • The Vice-Provost (Learning Initiative) • The Vice-Provost and Chief Librarian • The Office of the Dean of Students • The Chair of SCPC • The Chair of CLE • Student Conduct Officer (Discipline Officer) • Appeals and Compliance Officer • The Office of the Student Ombuds
<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • Appeals Coordinator • Director of the University of Alberta Protective Services • Assistant Dean of Students (Residence) • Office of the Student Ombuds • Vice-Provost and Dean of Students
<p><u>Approval Route:</u></p> <p>GFC Executive Committee (for recommendation) GFC (for approval)</p>

<p><u>PC ToR Engagement and Consultation</u></p>
<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • GPO - October 23, 2023, January 22, 2024, February 5, 2024, March 4, 2024
<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • The Office of the Provost and Vice-President (Academic) • The Office of the Vice-Provost and Dean (FGPS) • The Office of the Vice-Provost and University Registrar • The Office of the Senate and Chancellor • Deans and Appointed Members from Campus Saint-Jean, Native Studies, Augustana Campus • Graduate Program Support Team • Program Support Team • GFC PC (March 14, 2024; September 14, 2024; March 14, 2024)
<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • The Calendar Community
<p><u>Approval Route:</u></p> <p>GFC Executive Committee (for recommendation)</p>



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GFC (for approval)

Supplementary Notes / Context:



1. Purpose of the Committee

The purpose of the General Faculties Council (“**GFC**”) Academic Planning Committee (the “**Committee**”) is to consider certain academic planning matters for the University, make certain decisions related to the academic affairs of the University and make recommendations to GFC with respect to academic planning.

2. Delegated Authority from GFC

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

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

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

- (a) consider and, if deemed appropriate, advise GFC as to recommendations to be made by GFC to the Board concerning academic planning, including:
 - (i) specific goals and priorities for:
 - 1. internationalisation;
 - 2. Indigenous initiatives;
 - 3. information technology;
 - 4. equity, diversity and inclusion;
 - (ii) trends revealed or disclosed in quality assurance reports of Academic programs and/or Academic Units;
- (b) receive and discuss reviews of Academic Units and Academic Service Units; and
- (c) receive, discuss, and provide feedback on processes for quality assurance of Academic Units and Academic Service Units.

2.2. Academic Awards - PSLA s. 26(1)(m)

Pursuant to subsection 26(1)(m) of the PSLA, GFC has the authority to make rules and regulations respecting academic awards. GFC has delegated to the Committee the authority to:

- (a) consider and advise GFC as to recommendations to be made by GFC to the Board on policies concerning awards, subject to paragraph 4.2, below;
- (b) regularly review policies on awards and bursaries and to make recommendations to GFC as to changes to the same where required; and

- (c) regularly consider reports on student financial supports for the purpose of identifying trends and gaps in the financial supports available to students of the University.

2.3. Affiliations, Academic Planning & Budget - PSLA s. 26(1)(o)

Pursuant to subsection 26(1)(o) of the PSLA, GFC can make recommendations to the Board with respect to affiliations with other institutions, academic planning, the budget, and any other matters considered by GFC to be of interest to the University.

(a) Academic Centres and Institutes

GFC has delegated to the Committee the authority to:

- (i) consider and advise GFC as to recommendations to be made by GFC to the Board on new policy and procedures concerning Academic Centres or Institutes;
- (ii) approve the establishment of Academic Centres or Institutes;
- (iii) receive notifications of the suspension or termination of Academic Centres or Institutes from the Vice-President (Research and Innovation) following consultation with the relevant Dean(s), and to report these suspensions and/or terminations to GFC; and
- (iv) receive, discuss and provide feedback on the Academic Centres or Institutes Annual Report.

(b) Enrolment Management

Pursuant to subsection 60(1)(d)(i) of the PSLA, the Board is required to make and publish rules respecting the enrolment of students to take courses, programs of study or training provided by the Board. GFC has delegated to the Committee the authority to:

- (i) consider and advise GFC as to:
 - 1. recommendations to be made by GFC to the Board on the Enrolment Management Policy;
 - 2. the approval of procedures concerning enrolment management;
- (ii) receive, discuss, and provide feedback on enrolment reports; and
- (iii) consider and, if deemed appropriate, make recommendations to GFC on enrolment management processes, subject to paragraph 4.4, below.



(c) Research

GFC has delegated to the Committee the function of:

- (i) considering and advising GFC as to recommendations, if any, to be made by GFC to the Board on:
 - 1. new research policies and revisions to existing research policies;
 - 2. research initiatives; and
- (ii) receiving, discussing, and providing feedback on research performance summaries.

(d) Budget

GFC has delegated to the Committee:

- (i) the power to make recommendations to the Board with respect to:
 - 1. the academic and research implications of the University's annual budget, excluding budgets for Ancillary Units;
 - 2. University budget principles;
 - 3. new resources required in proposals for the establishment of Academic Units, Faculties, Schools, Departments, Academic Programs and Chairs; and
- (ii) the function of receiving and discussing matters regarding tuition and fees for consideration or advice, subject to paragraph 4.5, below.

2.4. Facilities - PSLA s. 19

Pursuant to section 19 of the PSLA, the Board is obligated to consider the recommendations of GFC, if any, on matters of academic import prior to the Board providing for, among other things:

- (a) the support and maintenance of the University;
- (b) the betterment of existing buildings;
- (c) the construction of any new buildings the Board considers necessary for the purposes of the University; and/or
- (d) the furnishing and equipping of the existing and newly erected buildings.

GFC has delegated to the Committee the power to consider and, if deemed appropriate, prepare recommendations to the Board on matters of academic import prior to the Board providing for anything set out in subparagraphs 2.4(a) through (d) above.



In considering and preparing recommendations to the Board as contemplated above, it is expected that the Committee will consider, among other things:

- (e) the Long Range Development Plan (with regards to subsections 19(b) and (c) of the PSLA);
- (f) planning and use of Academic Physical Facilities; and
- (g) the use of land owned by or leased to the University as contemplated in subsection 121(2) of the PSLA, which includes, but is not limited to, considerations with respect to any land proposed to be transferred to the University of Alberta Properties Trust.

2.5. Faculties, Schools, Departments and Chairs - PSLA ss. 26(1)(l) and 19(e)

Pursuant to subsection 26(1)(l) of the PSLA, GFC may recommend to the Board the establishment of Faculties, Schools, Departments and Chairs. Pursuant to subsection 19(e) of the PSLA, the Board must consider the recommendations of GFC, if any, on matters of academic import prior to providing for, among other things, the establishment of Faculties, Schools, Departments and Chairs. GFC has delegated to the Committee:

- (a) the function of considering and advising GFC as to recommendations to be made by GFC to the Board on matters of academic import relating to the establishment or closure of Faculties, Schools, Departments and/or Chairs; and
- (b) the authority to establish or terminate endowed and/or funded Chairs,

subject always to paragraph 4.1, below.

3. **Sub-delegated Authority from GFC**

In furtherance of the purpose of the Committee, GFC has sub-delegated to the Committee the following powers, duties and functions delegated to GFC by the Board:

3.1. General Space Programs

The power and duty to review and approve proposed General Space Programs for Academic Units.

(collectively, the powers, duties and functions set out in paragraphs 2.1 through and including 3.1 is the “**Delegated Authority**”)



4. Limitations on Delegated Authority

- 4.1. Recommendations made pursuant to paragraph 2.5 are subject to the Collective Agreement, and, specifically, Article A10 (Academic Reorganization) of the Collective Agreement. In the event there is a conflict or inconsistency between one or more recommendations made pursuant to paragraph 2.5 and the Collective Agreement, the terms of the Collective Agreement will prevail.
- 4.2. Recommendations made pursuant to subparagraph 2.2(a) are limited to policies on awards. The creation of new student financial supports and revisions to existing awards has been delegated to the Office of the Registrar for new undergraduate student financial supports and to the Faculty of Graduate and Postdoctoral Studies for new graduate student financial supports.
- 4.3. Approvals made pursuant to subparagraph 2.3(a)(iv) are limited to Academic Centres or Institutes. Any affiliation agreements required for the creation of Academic Centres or Institutes will be entered into in the name of “The Governors of the University of Alberta” and will be executed in accordance with the Contract Review and Signing Authority Policy.
- 4.4. Recommendations pursuant to subparagraph 2.3(b)(iii) are limited to policy with respect to enrollment management. The Provost and Vice-President (Academic), as chief academic officer of the University, oversees all academic matters of a significant nature that have an impact on the University as a whole, and as such, is accountable for ensuring appropriate enrolment at the University.
- 4.5. The PSLA and the Tuition Regulation gives the Board full authority to approve tuition and fees at the University. In rendering advice under subparagraph 2.3(d)(ii), APC may consider the fact that GFC may make recommendations on any matter it considers to be of interest to the University, including tuition and fees.

5. Reporting Obligation(s)

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

6. Composition of the Committee

Voting Members (18)

Chair (1)

- Provost and Vice-President (Academic)

Ex-officio (5)

- Vice-President (Research and Innovation)
- Vice-President (University Services and Finance)
- Vice-Provost and University Registrar
- President, Students' Union
- President, Graduate Students' Association



Elected by GFC (12)

- 7 Academic Staff from Category A elected by GFC, at least five of which are Elected Academic Staff members of GFC. One member, ideally a member of GFC, will be elected by the committee to serve as Vice-Chair
- 1 Faculty Dean
- 1 Department Chair-at-large
- 1 Non-Academic staff member from at-large (S1.0, S2.0)
- 1 undergraduate student from at-large
- 1 graduate student from GFC

Non-Voting Members

- University Secretary
- GFC Secretary

The Committee may, in its sole discretion, and at any time, appoint one additional member to the Committee where the Committee is of the opinion that such additional member will bring a particular perspective, expertise and/or knowledge to the Committee that will serve to enhance its work. The procedure for such an appointment is within the discretion of the Committee, provided that the procedure is demonstrably fair and transparent.

7. Definitions and Interpretation

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

- (a) **“Academic Centre or Institute”** means an academic centre or institute that exists at the University and is controlled by the University, and, for greater certainty:
 - (i) an academic centre or institute may exist solely within the University or may be created by one or more partnerships between the University and one or more entity or entities; and
 - (ii) such other entity or entities may include other universities, governments, public authorities (such as health authorities), and/or non-profit organizations;
- (b) **“Academic Physical Facilities”** means facilities that primarily support the University’s teaching, learning, and research activities;
- (c) **“Academic Program”** means a group of credit Courses that, on completion, leads to the granting of a degree, diploma or certificate, along with their associated Course Designators;
- (d) **“Academic Staff”** has the meaning set out in the [Recruitment Policy \(Appendix A\) Definition and Categories of Academic Staff, Administrators and Colleagues](#) as filed and located in UAPPOL;



- (e) **“Academic Units”** include Faculties, Departments, and Schools;
- (f) **“Academic Service Units”** means administrative units of the University that have an academic impact on the University, exclusive of Ancillary Units (including Colleges);
- (g) **“Ancillary Units”** means self-funded business units of the University that must generate sufficient revenue to (i) cover all of their respective operational costs and fund deferred maintenance; (ii) minimize future maintenance costs, and (iii) cover long-term capital investments;
- (h) **“Awards and Bursaries”** has the meaning set out in the [Student Financial Support Policy](#), as filed and located in UAPPOL;
- (i) **“Academic Centres and Institutes Annual Report”** means the Centres and Institutes Annual Report as drafted by the Centres and Institutes Committee;
- (j) **“Chairs”** refers to academic entities that may include professorships, lectureships and fellowships, established for the purpose of teaching and research;
- (k) **“Collective Agreement”** means the then-current collective agreement between the University and the Association of the Academic Staff of the University of Alberta;
- (l) **“Department”** means an academic department established within a Faculty and which is empowered to determine such policy as may come within its purview by delegation of a faculty council subject to the policies and regulations of the University;
- (m) **“Enrolment Management Policy”** means that certain policy suite filed and located in UAPPOL, as may be amended from time to time, that articulates the University’s approach to managing institutional enrolment, including enrolment targets, in alignment with short and long-term objectives;
- (n) **“Faculty”** means a division of the University governed by a faculty council that is entitled, among other things, to determine the Academic Programs for which the faculty is established;
- (o) **“Long Range Development Plan”** means the then-current long-range land use and development plan relating to land owned by or leased to the University, as required to be prepared by the Board pursuant to the PSLA;
- (p) **“Ministry”** means the Government of Alberta’s Ministry of Advanced Education, which is responsible for the adult learning system in the Province of Alberta;
- (q) **“PSLA”** means the *Post-secondary Learning Act* S.A. 2003, c. P-19.5, as may be amended from time to time;
- (r) **“Quality Assurance of Academic Units and Programs”** refers to the reviews administered in accordance with the guidelines set by the Campus Alberta Quality Council and by the Office of the Provost and Vice-President (Academic);



- (s) **“Research Policies”** includes the Animal Ethics Policy, the Human Research Ethics Policy, the Patent Policy, the Research and Scholarship Integrity Policy, and the Research Policy as the same are filed and located in UAPPOL;
- (t) **“School”** means: (i) a Faculty which, as a matter of common parlance at the University, is called a “school”; (ii) a Department that performs or is designed to perform the functions of a “school”; or (iii) an Academic Centre or Institute which holds the title of “school”;
- (u) **“Support Non-Academic staff”** are as defined in the [Recruitment Policy \(Appendix B\) Definition and Categories of Support Staff](#) as filed and located in UAPPOL;
- (v) **“Tuition Regulation”** means the *Tuition and Fees Regulation* Alta. Reg. 228/2018 promulgated under the PSLA and as may be amended from time to time; and
- (w) **“University”** means the University of Alberta, a comprehensive academic and research university continued under the PSLA and legally referred to as “The Governors of the University of Alberta”.

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

- (a) Article A10 of the Collective Agreement states: *“Academic planning, including but not limited to academic planning in accordance with the normal authority and procedures of GFC, may result in revisions to programs or restructuring of Departments or Faculties. For Academic planning which may result in the lay off of Academic Faculty members, the procedures of this Article A10 shall apply.”*
- (b) The Board has the authority to make regulations respecting the enrolment of students and considers recommendations from GFC in doing so. The Board has delegated to GFC the authority to approve procedures for enrolment management and hold the office of the Provost to account for approving enrolment plans.
- (c) A General Space Program describes the current state of an academic, research and/or administrative unit's activities in terms of their space needs, including student, staffing and support requirements. A space program includes a space budget that outlines how much space the unit has currently, how much it will require in the near future, and also predicts what amount of space may be required over a long-term planning period.
- (d) The word **“planning”** includes frameworks for campus and building design, development, and maintenance.
- (e) Words importing the singular number include the plural and *vice versa*.
- (f) The authority conferred upon GFC by virtue of subsection 26(1) of the PSLA is, in all respects, subject to the authority of the Board, and, where the context requires, these Terms of Reference shall be read with awareness and recognition of the foregoing.



8. Supplemental Information

- [Centres and Institutes Policy](#)
- [Creation of New Student Financial Supports Procedure](#)
- [Graduate Student Financial Supports Procedure](#)
- [Long Range Development Plan](#)
- [Planning and Renovation of Existing Facilities Policy](#)
- [Space Management Policy](#)
- [Student Financial Supports Policy](#)
- [Undergraduate Student Financial Supports Procedure](#)

DRAFT



1. Purpose of the Committee

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

2. Delegated Authority from GFC

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

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

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

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

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

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

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

In addition, GFC has delegated to the Committee the responsibility to receive reports concerning:

- (d) pedagogy, teaching and learning; and
- (e) administrative units which support Teaching related activities.

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

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



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

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

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

- (a) Evaluation Procedures and Examinations Regulations set out in the University Calendar or elsewhere; and/or
- (b) the Assessment and Grading Policy; and
- (c) Faculty-level policies and regulations for final examinations; and
- (d) receive, discuss, and provide feedback on reports related to evaluations and examinations.

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

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

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

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

- (d) receive, discuss, and provide feedback on reports concerning:
 - (i) student engagement, student educational experience, and support for teaching;

- (ii) the Office of the Student Ombuds;
- (iii) student conduct and student academic integrity;
- (iv) statistical summaries on cases of Student Accountability dealt with by:
 - (1) Faculties,
 - (2) the Student Conduct Officer,
 - (3) the Vice-Provost and University Registrar,
 - (4) the UAB,
 - (5) the SMAP,
 - (6) the AAC, and
 - (7) the PRB,
 - (8) residences

and forward such reports to GFC for information.

3. Limitations on Delegated Authority

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

(a) All proposed amendments to the following are forwarded to GFC for recommendation to the Board for approval:

- (i) Section 11.8.9 of the COAB; and
- (ii) Sections 87.5 through and including 87.10 of the PIP.

(b) Substantial proposals related to Evaluation Procedures, Examinations Regulations or the Assessment and Grading Policy.

(c) Substantial proposals for changes to:

- (i) student conduct and student academic integrity;
- (ii) conduct in student residences; and
- (iii) practicum intervention.



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

4. Sub-delegation of Authority

Pursuant to subsection 26(3) of the PSLA, GFC may prescribe conditions governing the exercise or performance of any delegated power, duty or function, including the power of subdelegation. GFC hereby authorizes the Committee to sub-delegate to the Provost and Vice-President (Academic) of the University the approval of Minor changes to faculty-level policies and regulations for final examinations.

5. Reporting Obligation(s)

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

6. Composition of the Committee

Voting Members (19)

Chair (1)

- Provost and Vice-President (Academic)

Ex-officio (7)

- Vice-Provost and University Registrar
- Vice-Provost and Chief Librarian
- Vice-Provost and Dean, Faculty of Graduate & Postdoctoral Studies
- Vice-Provost and Dean of Students
- Vice-President (Academic), Students' Union
- Vice-President (Student-life), Students' Union
- President, Graduate Students' Association

Elected by GFC (11)

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



Non-Voting/Resource Members

- University Secretary
- GFC Secretary
- Vice-Provost and Associate Vice-President and Chief Information Officer (Information Services and Technology)
- Executive Director, Centre for Teaching and Learning
- Manager, Student Conduct and Accountability
- Appeals and Compliance Coordinator as defined in policy
- Director of University of Alberta Protective Services
- Director, Residence Occupancy, Life, Education, and Services
- Representative from the Office of the Student Ombuds
- Lead, Sexual and Gender-based Violence Response

The Committee may, in its sole discretion, and at any time, appoint one additional member to the Committee where the Committee is of the opinion that such additional member will bring a particular perspective, expertise and/or knowledge to the Committee that will serve to enhance its work. The procedure for such an appointment is within the discretion of the Committee, provided that the procedure is demonstrably fair and transparent.

7. Definitions and Interpretation

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

- (a) **“AAC”** means the Academic Appeals Committee, as established by GFC;
- (b) **“Academic Staff”** has the meaning set out in the [Recruitment Policy \(Appendix A\) Definition and Categories of Academic Staff, Administrators and Colleagues](#) as filed and located in UAPPOL;
- (c) **“Assessment and Grading Policy”** means the *Assessment and Grading Policy* as filed and located in UAPPOL;
- (d) **“Board”** means the board of governors of the University;
- (e) **“COAB”** means the *Code of Applicant Behaviour* as filed and published in the University Calendar;
- (f) **“COSB”** means the *Code of Student Behaviour* as filed and published in the University Calendar;
- (g) **“Collective Agreement”** means the then-current collective agreement between the University and the Association of the Academic Staff of the University of Alberta;



- (h) **"Discipline"** is as understood in the PSLA, and means:
 - (i) to fine a student of the University;
 - (ii) to suspend the right of a student to attend the University or to participate in student activities, or both; and/or
 - (iii) to expel a student from the University;
- (i) **"Evaluation Procedures"** means the regulations for evaluation and grading system weighting of term work, final examinations, course requirements, evaluations of students, requirements for course outlines, graduate examinations, as set out in the *University Calendar* and approved by GFC;
- (j) **"Examinations regulations"** means the procedures for the conduct of exams, term examinations, final examinations, notification of results, reexaminations, and deferred final exams as set out in the *University Calendar* and approved by GFC;
- (k) **"Faculty"** means a division of the University governed by a faculty council that is entitled, among other things, to determine the programs of study for which the faculty is established;
- (l) **"Learning Environment"** means Physical and virtual support systems including the:
 - (i) suitability of physical and virtual environments and use of education technology;
 - (ii) availability of teaching assistants, accessibility accommodations and other supports; and,
 - (iii) scheduling of course meeting times and/or online module availability;
- (m) **"PIP"** means the University's *Practicum Intervention Policy*;
- (n) **"PRB"** means the Practice Review Board, as prescribed within the PIP;
- (o) **"PSLA"** means the *Post-secondary Learning Act* S.A. 2003, c. P-19.5, as may be amended from time to time;
- (p) **"SAIP"** means the *Student Academic Integrity Policy*;
- (q) **"SCP"** means the *Student Conduct Policy*;
- (r) **"SMAP"** means the Student Misconduct Appeal Panel as prescribed within the Student Conduct Policy and the Student Academic Integrity Policy;

- (s) **“Student Accountability”** means the processes to hold students accountable for behaviour that is contravention of the SCP, SAIP, and the Residence and Community Standards and includes Discipline as defined by the PSLA.
- (t) **“Student Conduct Officer”** formerly known as the “Discipline Officer” means the role defined in the Student Conduct Policy and the SAIP and previously defined in the COSB for making decisions on student conduct appropriate sanctions;
- (u) **“Support Non-Academic staff”** are as defined in the [Recruitment Policy \(Appendix B\) Definition and Categories of Support Staff](#) as filed and located in UAPPOL;
- (v) **“Teaching and Learning Technologies”** means, collectively, communication, information and technological tools used to enhance learning, teaching and assessment at the University;
- (w) **“Teaching, Learning and Evaluation Policy”** means the GFC approved principles that will apply to teaching and learning and to the evaluation of teaching and learning at the University;
- (x) **“UAB”** means the University Appeal Board as prescribed within the COSB; and
- (y) **“University”** means the University of Alberta, a comprehensive academic and research university defined under the PSLA and legally referred to as “The Governors of the University of Alberta”.

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

- (a) proposals for recommended changes to Evaluations and Examinations, or others changes within the scope of the authority of the Committee, may be characterized as **Substantial**, **Major** or **Minor** in nature:
 - (i) a **“Substantial”** proposal:
 - (1) contemplates a significant change to existing practice, regulation and/or technology that could be expected to have an impact on students in one or more Facilities; or
 - (2) requires an assessment of reputational or academic risks to the University;
 - (ii) a **“Major”** proposal:
 - (1) contemplates significant modifications to substantive content; and/or
 - (2) requires the establishment of, or modifications to, regulatory content,

reasonably expected to lead to significant administrative and/or academic impacts on the proposing Faculty or other Faculties or the University;

- (iii) a **“Minor”** proposal:
- (1) contemplates minimal modifications to substantive content; and/or
 - (2) requires the establishment of, or modifications to, regulatory content,
- not reasonably expected to lead to significant administrative and/or academic impacts on the proposing Faculty or other Faculties or the University. If there is any dispute or question as to which of the above categories a proposal falls under, the GFC Executive Committee will decide.
- (b) As used in these Terms of Reference the term **“student”** has the meaning given to such term in the PSLA.
- (c) The term **“regulation”** includes rules, procedures, policies, standards, frameworks and other regulatory content approved by GFC and articulated in the University Calendar or UAPPOL policies.
- (d) Words importing the singular number include the plural and *vice versa*.
- (e) All references in these Terms of Reference to any legislation, rule, regulation or code shall be read inclusive of amendments, reenactments, consolidations or replacements to the same as may be made from time to time, and reference herein to a particular provision of any legislation, rule, regulation or code shall be read as referring to such amended, reenacted, consolidated or replaced provision.
- (f) Section 3.2 of these Terms of Reference is subject to the Board having delegated its power, duty and function to administer and adjudicate appeals of student discipline decisions. As of the date of approval of these Terms of Reference, the Board has delegated said power, duty and function to GFC in accordance with section 62 of the PSLA.
- (g) The authority conferred upon GFC by virtue of subsection 26(1) of the PSLA is, in all respects, subject to the authority of the Board, and, where the context requires, these Terms of Reference shall be read with awareness and recognition of the foregoing.

8. Supplemental Information

[Assessment and Grading Policy and Procedures](#)
[Academic Regulations](#) – University of Alberta Calendar
[Centre for Teaching and Learning](#)
[Code of Student Behaviour](#)
[Code of Applicant Behaviour Examination Regulations](#)



[Course Requirements, Evaluation Procedures and Grading](#) – University of Alberta Calendar
Framework for Effective Teaching (see the [Teaching, Learning and Evaluation Policy](#))
[Office of the Student Ombuds](#)
[Practicum Intervention Policy](#)
[Residence Community Standards Policy](#)
[Student Conduct Policy](#)
[Student Input to the Evaluation of Teaching and Learning Procedure](#)
[Teaching, Learning and Evaluation Policy](#)

DRAFT

1. Purpose of the Committee

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

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

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

2. Delegated Authority from GFC

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

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

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

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

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

2.2. Regulation - PSLA ss. 26(1)

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

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



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

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

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

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

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

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

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

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

3. Limitations on Delegated Authority

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

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

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



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

3.2. Regulations

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

3.3. Admissions, Transfer and Academic Standing Regulations

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

3.4. Collective Agreement

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

4. Sub-delegation of Authority

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

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



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

- 4.2. Any member of the Committee or the University Community may identify to the Committee an issue with any approval made pursuant to sub-paragraph 4.1 that, in the opinion of such individual, acting reasonably, warrants review and discussion by the Committee. In such circumstances, the Committee shall engage in a review and discussion of the identified issue at its next scheduled meeting. Following such review and discussion, and if deemed necessary, the Committee is authorized, in its sole discretion, to approve a course of action for rectifying the identified issue.
- 4.3. In addition, and in accordance with the *Transfer Credit Procedure*, it is acknowledged and understood that the Transfer Credit equivalency for Courses and Block Transfers has been sub-delegated to individual Faculties.

5. Reporting Obligation

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

6. Composition of the Committee

Voting Members (16)

Chair (1)

- Provost and Vice-President (Academic)

Ex-officio (6)

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

Elected by the GFC (9)

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



- 1 undergraduate student from at-large

Non-Voting /Resource Members

- GFC Secretary
- University Secretary
- Associate Dean of Students
- Director Student Ombuds (or delegate)

The Committee may, in its sole discretion, and at any time, appoint one additional member to the Committee where the Committee is of the opinion that such additional member will bring a particular perspective, expertise and/or knowledge to the Committee that will serve to enhance its work. The procedure for such an appointment is within the discretion of the Committee, provided that the procedure is demonstrably fair and transparent.

7. Definitions and Interpretation

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

- (a) **“Academic Program”** means a group of credit Courses that, on completion, leads to the granting of a Credential, along with their associated Course Designators;
- (b) **“Academic Staff”** has the meaning set out in the [Recruitment Policy \(Appendix A\) Definition and Categories of Academic Staff, Administrators and Colleagues](#) as filed and located in UAPPOL;
- (c) **“Block Transfer”** refers to a block of Courses completed as part of a Credential (e.g. diploma or certificate) that transfers into an Academic Program;
- (d) **“Board”** means the board of governors of the University;
- (e) **“Collective Agreement”** means the then-current collective agreement between the University and the Association of the Academic Staff of the University of Alberta;
- (f) **“Course”** means a unit of study usually undertaken to complete the requirements of an Academic Program;
- (g) **“Course Designator”** means the abbreviation designating a group of Courses or subject names;
- (h) **“Credential”** refers to the types of Credentials defined in the [Alberta Credential Framework](#) including but not limited to certificates, diplomas, bachelor’s and master’s degrees;
- (i) **“Faculty”** means a division of the University governed by a faculty council that is entitled, among other things, to determine the Academic Programs for which such faculty is established;



- (j) **“Graduate Second-Level Specializations”** means Academic Programs that fall under graduate first-level specializations in each discipline, providing an additional level of focus;
- (k) **“Ministry”** means the Government of Alberta’s ministry responsible for the post-secondary education system in the Province of Alberta;
- (l) **“Non-Credit Programming Framework”** means the approved framework defining non-credit credentials including micro-credentials, events, Courses, certificates and diplomas that make up the University’s Online and Continuing Education Programs;
- (m) **“Online and Continuing Education Programs”** means programs that fit the criteria set out in the Non-Credit Programming Framework;
- (n) **“Physical Testing and Immunization of Students”** means, collectively, regulations for testing and/or immunization of students as a precondition to admission to, or a condition to continuation in, individual programs within Faculties;
- (o) **“PSLA”** means the *Post-secondary Learning Act* S.A. 2003, c. P-19.5, as may be amended from time to time;
- (p) **“Quality Assurance Reports”** means reports issued following cyclical reviews of Academic Programs administered in accordance with the guidelines set by the Campus Alberta Quality Council and by the Office of the Provost and Vice-President (Academic);
- (q) **“Report of the Senate Lay Observers”** means a summary of the activity, observations, and feedback of the Senate Lay Admissions Observers who are assigned to Undergraduate Quota Programs in the University in order to observe the admissions process to such programs;
- (r) **“Senate Lay Observers”** means the University senators assigned by the Office of the Senate to observe the admissions process in Undergraduate Quota Programs or to other program admissions committees at their request;
- (s) **“Transfer Credit”** means certain credits accepted by the University in respect of previous learning represented in Course units or credits applied and denoted on a student’s academic transcript;
- (t) **“Undergraduate Quota Programs”** means any undergraduate program that has a limited number of admissions and requires a selection process to fill them;
- (u) **“Undergraduate Second-Level Specializations”** means Academic Programs that fall under undergraduate first-level specializations, providing an additional level of focus;
- (v) **“University”** means the University of Alberta, a comprehensive academic and research university continued under the PSLA and legally referred to as “The Governors of the University of Alberta”;



- (w) **“University Calendar”** means the document that sets out the most current information on students rights and responsibilities and information on the degrees, programs, and Courses offered in the University, as well as rules and regulations; and
- (x) **“University Community”** means all academic staff, administrators, colleagues, and support staff as outlined and defined in [Recruitment Policy](#) ([Appendix A](#) and [Appendix B: Definitions and Categories](#)); and emeriti, undergraduate students, graduate students, and postdoctoral fellows.

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

- (a) As used in these Terms of Reference:
 - (i) the term **“Academic Standing”** encompasses continuation and/or promotion in an Academic Program, graduation, and the requirement for a student to withdraw from the University;
 - (ii) the term **“regulation”** includes rules, procedures, policies, standards, frameworks and other regulatory content approved by GFC; and
 - (iii) the term **“student”** has the meaning given to such term in the PSLA.
- (b) Proposals for the creation, modification, suspension or termination of an Academic Program, or for the creation or modification of admission or Academic Standing regulations, are characterized as **Substantial, Major** or **Minor** in nature:
 - (i) a **“Substantial”** proposal:
 1. contemplates a significant financial investment in one or more Facilities and/or technology; or
 2. requires an assessment of reputational or academic risks to the University;
 - (ii) a **“Major”** proposal:
 1. contemplates significant modifications to substantive content; and/or
 2. requires the establishment of, or modifications to, regulatory content, reasonably expected to lead to significant administrative and/or academic impacts on the proposing Faculty or other Faculties or the University;
 - (iii) a **“Minor”** proposal:
 1. contemplates minimal modifications to substantive content; and/or
 2. requires the establishment of, or modifications to, regulatory content,



not reasonably expected to lead to significant administrative and/or academic impacts on the proposing Faculty or other Faculties or the University.

If there is any dispute or question as to which of the above categories a proposal falls under, the Provost and Vice-President (Academic) (or delegate) will decide.

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

8. Supplemental Information

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