OPENING SESSION
1. Approval of the Agenda
   Steven Dew
2. Comments from the Chair (no documents)
   Steven Dew

CONSENT AGENDA
3. Approval of the Open Session Minutes of October 23, 2019
   Steven Dew
4. Proposed changes to the calendar language for the Faculty of Graduate Studies Professional Development Requirement for the Department of Secondary Education
   Motion: To Approve with Delegated Authority
5. Changes to Undergraduate English Language Proficiency Requirements (for information)

DISCUSSION ITEMS
6. APC’s Role in Changes to Academic Units
   Steven Dew
7. Budget Update
   Steven Dew
   Gitta Kulczycki
8. Question Period
   Steven Dew

INFORMATION REPORTS
9. Items Approved by GFC Academic Planning Committee by email ballots (no items to date)
10. Information Items Forwarded to Committee Members Between Meetings (no items to date)

CLOSING SESSION
11. Next Meeting: November 27, 2019
12. Next Meeting of General Faculties Council: November 25, 2019
Presenter(s):
Steven Dew  Provost and Vice-President (Academic)
Gitta Kulczycki  Vice-President (Finance and Administration)

Documentation was before members unless otherwise noted.

Meeting REGRETS to: David Epp, 780-492-4780, david.epp@ualberta.ca
Prepared by: Marion Haggarty-France, University Secretary
University Governance  www.governance.ualberta.ca
OPENING SESSION

1. **Approval of the Agenda**

   Materials before members are contained in the official meeting file.

   The Chair noted that Item 6, Centre for Healthy Schools, would be deferred to a later meeting.

   Motion: Andersen/Padfield

   **THAT the GFC Academic Planning Committee approve the Agenda, as amended.**  
   **CARRIED**

2. **Comments from the Chair (no documents)**

   The Chair noted that the federal election on October 21, 2019 resulted in a Liberal minority government. Their election platform included post-secondary education items such as student financial aid; equity, diversity and inclusion; work integrated learning; and possibly infrastructure investment.

   The Chair also noted that the provincial budget will be announced on October 24, 2019 and the university expects cuts to the government grant. He indicated that the university was working on a communication strategy to get news of the budget to staff members as soon as possible including information in The Quad, meetings with Deans’ Council and Chairs’ Council, and a Town Hall. The Chair noted that the committee would be discussing this further at the November 6, 2019 meeting.
CONSENT AGENDA

Consent Agenda Mover and Seconder: Luhmann/Xu

3. Approval of the Open Session Minutes of September 25, 2019

Materials before members are contained in the official meeting file.

THAT the GFC Academic Planning Committee approve the Open Session Minutes of September 25, 2019. CARRIED

4. Learning Services Renaming (for information)

Purpose of the Proposal: To share, for the information of APC, that the name change for Learning Services (as discussed with APC in September) has now been approved by the Provost and Vice-President (Academic).

ACTION ITEMS

5. Canadian Centre for Welding and Joining (CCWJ)

Materials before members are contained in the official meeting file.

Presenter(s): Patricio Mendez, Director of CCWJ & Professor of Chemical and Materials Engineering; Goetz Dapp, Associate Director of CCWJ; Ying Tsui, Associate Dean (Research & Internationalization), Faculty of Engineering

Purpose of the Proposal: The proposal is before the committee for approval after being forwarded by the Faculty of Engineering and reviewed by the Centres and Institutes Committee.

Discussion: Dr Mendez provided background information on the proposed Canadian Centre for Welding and Joining (CCWJ), an explanation of welding and its impact across numerous fields, and noted that the research they are working on is complex and multi-disciplinary.

Dr Goebel, Chair, Centres and Institutes Committee, noted that the CCWJ has worked extensively with the committee and they support the proposal.

Comments and questions from members included, but were not limited to: the breadth of participation from across campus; how the Director is appointed; whether there were similar centres at the university; potential links with other Faculties; equity, diversity and inclusion dynamics and outreach; budget sustainability and funding sources; the consultation process and future governance; human health and the environment; impact on welding researchers; and lab size comparisons to labs in other countries.

Motion: Elian/Bhatnagar

THAT GFC Academic Planning Committee, acting with delegated authority from General Faculties Council, approve the establishment of the Canadian Centre for Welding and Joining (CCWJ) as an academic institute at the University of Alberta. CARRIED

6. Centre for Healthy Schools

This item was deferred.
7. **Proposal for Joint Doctoral Degree Programs, University of Alberta (Faculty of Graduate Studies and Research) and four Indian Institutions of Technology (IIT): Roorkee, Bombay, Kharagpur, and Madras, India**

Materials before members are contained in the official meeting file.

*Presenter(s):* Janice Causgrove Dunn, Associate Dean, Faculty of Graduate Studies and Research; Cen Huang, Executive Director, International Relations and Recruitment

*Purpose of the Proposal:* To strengthen our relationships with top Indian institutions that are of strategic interest and where we hope to have ongoing mobility. To build our profile as a leader in Canada-India academic relations. To attract the best Indian students to be part of University of Alberta graduate programs.

*Discussion:* Dr Causgrove Dunn noted that the agreements are not signed yet but the goal is to have everything ready for the President to go forward with signing the proposals during his upcoming trip to India.

Ms Huang provided background information on Indian students and the Indian Institutions of Technology (IIT) including their prestige, their popularity, and University of Alberta alumni connections. Ms Huang described the funding details and stated that hopefully the three-year pilot project would continue with expanded funding and enrollment.

Ms Padfield, Vice-Provost and Registrar (Interim), noted that the Office of the Registrar has reviewed the proposals and was supportive.

Comments and questions from members included, but were not limited to: reciprocal funding and stipends; how students are accepted into the programs; student funding; possible expansion to the humanities after the pilot project; and joint doctoral degree programs with other universities.

**Motion:** Padfield/Andersen

> THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, the Joint Doctoral Degree Programs between the Faculty of Graduate Studies and Research, University of Alberta and the following Indian Institutions of Technology (IIT), India, as set forth in Attachment 1, to take effect upon final approval Indian Institutions of Technology (IIT) – Roorkee Indian Institutions of Technology (IIT) – Bombay Indian Institutions of Technology (IIT) – Kharagpur Indian Institutions of Technology (IIT) - Madras

**CARRIED**

8. **Proposed Terms of Reference for the Academic Planning Committee Working Group on the Facilitation of Clinical Research**

Materials before members are contained in the official meeting file.

*Presenter(s):* Matthias Ruth, Vice-President (Research and Innovation); Alex Clark, Associate Vice-President (Research and Innovation)

*Purpose of the Proposal:* The proposal is before the committee to recommend establishing a working group focused on the facilitation of clinical research that will explore perceived and/or real current challenges related to undertaking clinical research at the University of Alberta, and bring its findings and recommendations to APC.

*Discussion:* Dr Ruth provided background information on questions regarding clinical research challenges brought to his attention through the GFC question process.
Dr Clark noted that he responded to the questions originally in the summer and they were brought forward again through GFC. He also noted that the Electronic Medical Record (EMR) system is changing on November 3, 2019 and some of the original concerns will not be relevant.

Comments and questions from members included, but were not limited to: the membership composition of the proposed working group; APC’s mandate for research; the university’s relationship with Alberta Health Services (AHS); the role of Northern Alberta Clinical Trials and Research Centre (NACTRC) and the Health Sciences Council (HSC).

Dr Clark noted a clinical trials advisory group currently exists and suggested that a working group could collaborate with them to address the questions brought forward. A member suggested a student be included in the group and Dr Yuan offered to participate as a GFC and APC member from the School of Public Health.

Motion: Bhatnagar/Pegg

<table>
<thead>
<tr>
<th>THAT the GFC Academic Planning Committee endorse an ad hoc Working Group on the Facilitation of Clinical Research to collaborate with the Clinical Advisory Group with the attached Terms of Reference, as amended.</th>
</tr>
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<tbody>
<tr>
<td>CARRIED</td>
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</tbody>
</table>


Materials before members are contained in the official meeting file.

Presenter(s): Melissa Padfield, Vice-Provost and Registrar (Interim); Amy Dambrowitz, Associate Registrar; Fiona Halbert, Assistant Registrar, Student Financial Support

Purpose of the Proposal: The proposal is before the committee to recommend approval of the new Student Financial Support Policy Suite, and the rescission of the existing Awards and Bursaries for Students Policy Suite in UAPPOL.

Discussion: Ms Padfield noted that the proposal applied to graduate and undergraduate student awards and bursaries and will allow for more transparency in the administration and creation of awards.

Comments from members included compliments and thanks on implementing a hybrid model.

Ms Haggarty-France, University Secretary, thanked the policy writers and administrative units for their good work on this item. She noted that the UAS Committee is now the UAB Committee, and the Governance Executive Summary would be revised to reflect this as the item goes forward for final approval.

Motion: Bhatnagar/Elian

<table>
<thead>
<tr>
<th>THAT the GFC Academic Planning Committee recommend that General Faculties Council approve the new Student Financial Support Policy Suite, as set forth in Attachments 2, 3, 4 and 5, and the concurrent rescission of the existing Awards and Bursaries for Students Policy Suite in UAPPOL, as recommended by the GFC Undergraduate Awards and Bursaries Committee to take effect upon final approval.</th>
</tr>
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<tr>
<td>CARRIED</td>
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DISCUSSION ITEMS

10. Recommendations of the GFC Executive’s ad hoc Committee on Program Approval Pathways
This item was deferred.

11. **Institutional Risk Summary Update**

Materials before members are contained in the official meeting file.

*Presenter(s):* Philip Stack, Associate Vice-President (Risk Management Services); Andrew Leitch, Director, ERM Programs

*Purpose of the Proposal:* The risk summary update reports on the status of the university’s top risks for this period. The purpose of this report is to provide an update to APC regarding changes to the institution’s risk profile that may have an impact on the university’s ability to achieve its objectives.

*Discussion:* Mr Leitch presented slides on core areas of risk for the university, top risk events ranked by consequence and likelihood, sources of risk, and knock on effects.

Comments and questions from members included, but were not limited to: who ERM and the Compliance Committee consults with on creating and assessing risk levels; student consultation; the tool presented to the Board of Governors to help understand complex budget issues and the risks associated; and a request that students be consulted on tuition issues prior to Board meetings.

12. **2018/19 Student Financial Support Annual Report**

Materials before members are contained in the official meeting file.

*Presenter(s):* Melissa Padfield, Vice-Provost and Registrar (Interim)

*Purpose of the Proposal:* To provide the Annual Report on Undergraduate Student Financial Support and Accompanying Overview for information. In the attached report, the Office of the Registrar (RO) provides a snapshot of the current state of undergraduate financial supports issued by the RO in the 2018/2019 fiscal year. Annual reporting to administrative and governance committees on undergraduate student financial support is part of the Office of the Registrar’s commitment to providing reporting and information on matters affecting student success on campus.

*Discussion:* Ms Padfield provided a brief summary of the annual report noting that during 2018-2019 $30M in need- and merit-based funding was distributed to 8,800 undergraduate students; 44% of students receive loans while the national average is 38%; and university and government funding sources were fairly stable.

In response to members’ questions, Ms Padfield noted that most loans are not defaulted, and that there is no adjustment of graduate student bursaries as the length of funding depends on the pool of funding, lifetime maximums, and other factors.

13. **Report from APC cross-representative on Facilities Development Committee (FDC) (no documents)**

*Presenter(s):* Christopher Mackay, Cross representative of APC serving on FDC

*Discussion:* Dr Mackay provided an update on the September 26, 2019 FDC meeting where the committee approved, with delegated authority, the Dentistry Pharmacy Building Core and Shell Redevelopment – Design Development Report, and were given updates on an open house at the Aga Khan Garden, the Integrated Asset Management Strategy, and several other projects. Dr Mackay clarified that FDC is concerned with the process of building projects without financial discussions in the same sense that the Board controls university spending while GFC decides what is a priority. Dr Mackay noted that FDC has delegated authority to advise facilities decisions to the Board, however, it is unclear how much meaningful oversight FDC receives from GFC.
Comments and questions from members included, but were not limited to: the planning process for some recent building projects; connections between GFC and FDC, including institutional budget and planning documents seen at GFC and the Board; enhancing collaboration between APC and FDC for larger projects; and the GFC Committee on the Learning Environment’s role in planning learning spaces.

14. **Budget Update**

There was no further update beyond the Chair’s comments.

15. **Question Period**

*Presenter(s):* Steven Dew, Provost and Vice-President (Academic), and Chair, GFC APC

A member noted that at the last APC meeting during the budget update, furlough days were mentioned as a possible source of savings, however, there was no mention of savings from a possible salary cut to match the 5% MLA salary reduction.

**INFORMATION REPORTS**

16. Items Approved by GFC Academic Planning Committee by email ballots (no items to date)

17. Information Items Forwarded to Committee Members Between Meetings (no items to date)

**CLOSING SESSION**

18. **Adjournment**

The Chair adjourned the meeting at 4:15 p.m.
**Item No. 4**

**Governance Executive Summary**

**Action Item**

<table>
<thead>
<tr>
<th>Agenda Title</th>
<th>Proposed changes to the calendar language for the Faculty of Graduate Studies Professional Development Requirement for the Department of Secondary Education</th>
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</table>

**Motion**

THAT the GFC Academic Planning Committee, with delegated authority from General Faculties Council, approve the proposed revisions to the calendar language for the FGSR Professional Development requirement in the Graduate Programs calendar entry for the Department of Secondary Education as set forth in Attachment 1, to take effect upon approval and to be published in the 2020-2021 Calendar.

**Item**

<table>
<thead>
<tr>
<th>Action Requested</th>
<th>☒ Approval  ☐ Recommendation</th>
</tr>
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<tbody>
<tr>
<td>Proposed by</td>
<td>Brooke Milne, Vice-Provost and Dean, Faculty of Graduate Studies and Research Jennifer Tupper, Dean, Faculty of Education</td>
</tr>
<tr>
<td>Presenter(s)</td>
<td></td>
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</table>

**Details**

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Provost and Vice-President (Academic)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Purpose of the Proposal is <em>(please be specific)</em></td>
<td>The proposal is before the committee because FGSR is clarifying the calendar language for the Professional Development Requirement.</td>
</tr>
</tbody>
</table>
| Executive Summary *(outline the specific item – and remember your audience)* | • The FGSR Professional Development requirement must be met by all graduate students in all programs. Some graduate programs provide internal means for students to fulfill this requirement. For other programs, the requirement will automatically be met through the program. On June 19, 2019, APC approved clarification of the FGSR PD requirements calendar entry, removing the calendar language that the PD requirement “does not apply” to students in programs offered by the Faculties of Education and Law, and replacing it with a statement directing students to their graduate program entry for program-specific PD requirements.  
  • Calendar entries were also updated for the Faculty of Law and three departments in the Faculty of Education.  
  • This calendar change represents a parallel update from the Department of Secondary Education, to insert standard calendar wording that students fulfill the PD requirement through their program. |

**Supplementary Notes and context**

*This section is for use by University Governance only to outline governance process.*

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

<table>
<thead>
<tr>
<th>Consultation and Stakeholder Participation</th>
<th>Those who are actively participating:</th>
</tr>
</thead>
</table>
|                                           | • Faculty of Graduate Studies and Research  
  • Faculty of Education                   |
### Item No. 4

<table>
<thead>
<tr>
<th>(parties who have seen the proposal and in what capacity)</th>
<th><strong>Those who have been consulted:</strong></th>
</tr>
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<tbody>
<tr>
<td>&lt;For information on the protocol see the Governance Resources section Student Participation Protocol&gt;</td>
<td>•</td>
</tr>
<tr>
<td><strong>Those who have been informed:</strong></td>
<td></td>
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<td></td>
<td>•</td>
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</table>

| Approval Route (Governance) (including meeting dates) | Graduate Academic Affairs Council (GAAC) – Oct 7, 2019  
GFC Academic Planning Committee – November 6, 2019 |

### Strategic Alignment

<table>
<thead>
<tr>
<th>Alignment with <em>For the Public Good</em></th>
<th>Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alignment with Core Risk Area</td>
<td>Please note below the specific institutional risk(s) this proposal is addressing.</td>
</tr>
<tr>
<td>☐ Enrolment Management</td>
<td>☐ Relationship with Stakeholders</td>
</tr>
<tr>
<td>☐ Faculty and Staff</td>
<td>☒ Reputation</td>
</tr>
<tr>
<td>☐ Funding and Resource Management</td>
<td>☐ Research Enterprise</td>
</tr>
<tr>
<td>☐ IT Services, Software and Hardware</td>
<td>☐ Safety</td>
</tr>
<tr>
<td>☐ Leadership and Change</td>
<td>☒ Student Success</td>
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<tr>
<td>☐ Physical Infrastructure</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Legislative Compliance and jurisdiction</th>
<th>Cite reference to relevant legislation, policy, and governance committee(s) [title only is required].</th>
</tr>
</thead>
</table>

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - <>) Calendar Change for Secondary Education

*Prepared by:* Maria Chia, Graduate Governance and Policy Coordinator, mchia@ualberta.ca
### 2020-2021 University of Alberta Proposed Calendar Graduate Program Changes:

<table>
<thead>
<tr>
<th>Current</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Secondary Education [Graduate]</strong></td>
<td><strong>Secondary Education [Graduate]</strong></td>
</tr>
<tr>
<td>[…]</td>
<td>[…]</td>
</tr>
<tr>
<td><strong>Graduate Program Requirements</strong></td>
<td><strong>Graduate Program Requirements</strong></td>
</tr>
<tr>
<td><strong>The Degree of MEd (Secondary Education) [Graduate]</strong></td>
<td><strong>The Degree of MEd (Secondary Education) [Graduate]</strong></td>
</tr>
<tr>
<td>Both thesis-based and course-based Master of Education programs are available through the Department.</td>
<td>Both thesis-based and course-based Master of Education programs are available through the Department.</td>
</tr>
<tr>
<td><strong>Program Requirements</strong></td>
<td><strong>Program Requirements</strong></td>
</tr>
<tr>
<td><strong>Course-based MEd</strong></td>
<td><strong>Course-based MEd</strong></td>
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<tr>
<td>[…]</td>
<td>[…]</td>
</tr>
<tr>
<td><strong>Ethics requirement for course-based MEd</strong></td>
<td><strong>Ethics requirement for course-based MEd</strong></td>
</tr>
<tr>
<td>Completion of ethics training hours. Department Ethics component (equivalent to 8 hours) through successful completion of EDSE 510 and EDSE 900 plus FGSR component.</td>
<td>Completion of ethics training hours. Department Ethics component (equivalent to 8 hours) through successful completion of EDSE 510 and EDSE 900 plus FGSR component.</td>
</tr>
<tr>
<td><strong>Thesis-based MEd</strong></td>
<td><strong>Thesis-based MEd</strong></td>
</tr>
</tbody>
</table>

**Professional Development Requirement**

Students in the course-based Master of Education in Secondary Education automatically fulfill the Faculty of Graduate Studies and Research Professional Development requirement through their program.
## Ethics requirement for thesis-based MEd

Compliance of ethics training hours. Department Ethics component (equivalent to 8 hours) through successful completion of **EDSE 510** and **EDSE 900** plus FGSR component.

### Professional Development Requirement

Students in the thesis-based Master of Education in Secondary Education automatically fulfill the Faculty of Graduate Studies and Research Professional Development requirement through their program.

**Justification:** FGSR is deleting the professional development statement regarding ‘exempt’ programs and has requested that each program identify these requirements in the calendar.

**Approved:** October 7, 2019 by the Faculty of Education Graduate Academic Affairs Council (GAAC)
## Item No. 5

**Governance Executive Summary**

**Action Item**

<table>
<thead>
<tr>
<th>Agenda Title</th>
<th>Proposed Changes to Undergraduate English Language Proficiency Requirements, Office of the Registrar</th>
</tr>
</thead>
</table>

### Motion

THAT the GFC Academic Standards Committee recommend that General Faculties Council approve the proposed changes to Undergraduate English Language Proficiency requirements, as submitted by the Office of the Registrar and as set forth in attachment 3, to take effect for fall 2021 admissions.

### Item

<table>
<thead>
<tr>
<th>Action Requested</th>
<th>☐ Approval  ☑ Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed by</td>
<td>Melissa Padfield, Interim Vice-Provost &amp; University Registrar</td>
</tr>
<tr>
<td>Presenter(s)</td>
<td>Amy Dambrowitz, Associate Registrar</td>
</tr>
</tbody>
</table>

### Details

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Provost and Vice-President (Academic)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Purpose of the Proposal is (please be specific)</td>
<td>The Office of the Registrar is proposing changes to the University Calendar that will increase the level of required English language proficiency for undergraduate admissions.</td>
</tr>
<tr>
<td>Executive Summary (outline the specific item – and remember your audience)</td>
<td>This proposal will: increase the IELTS minimum band score to 6.0 (currently 5.5) with no change to the current overall score of 6.5. Raising the undergraduate English Language Proficiency (ELP) requirement for the TOEFL and IELTS is critical to support institutional competitiveness / comparability and the academic success of applicants for whom English is a second or foreign language. The most recent changes to these requirements for undergraduate applicants were approved in 2017. At that time, concerns were raised as to whether the new minimum thresholds were sufficient to ensure student success. It was also noted that the revised ELP requirements at the University of Alberta remained lower than our comparator institutions. In 2017, the Office of the Registrar committed to revisit minimum ELP requirements after the effects of the increased requirements on application volume and student success could be reviewed. Now, two admission cycles after implementation, we propose to make a second step-change to the university ELP requirements, bringing our ELP requirements into alignment with our peer institutions.</td>
</tr>
<tr>
<td>Supplementary Notes and context</td>
<td>&lt;This section is for use by University Governance only to outline governance process.&gt;</td>
</tr>
</tbody>
</table>

### Engagement and Routing (Include meeting dates)

| Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) | Those who are actively participating:  
- The Office of the Registrar  
- All faculties that offer undergraduate programs  

| Those who have been consulted:  
- The Sub-Committee on International Enrolment Management (SCIEM); August 21, 2019  
- The Advisory Committee on Enrolment Management (ACEM); August 23, 2019  |
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>&lt;For information on the protocol see the Governance&gt;</td>
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</table>

13
### Strategic Alignment

#### Alignment with For the Public Good

<table>
<thead>
<tr>
<th>Values</th>
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<tbody>
<tr>
<td>We value excellence in teaching, research, and creative activity that</td>
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<tr>
<td>enriches learning experiences, advances knowledge, inspires engaged</td>
</tr>
<tr>
<td>citizenship, and promotes the public good.</td>
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<tr>
<td>We value learners at all stages of life and strive to provide an</td>
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<tr>
<td>intellectually rewarding educational environment for all.</td>
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<td></td>
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<tr>
<td><strong>Build</strong></td>
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<tr>
<td>GOAL: Build a diverse, inclusive community of exceptional students,</td>
</tr>
<tr>
<td>faculty and staff from Alberta, Canada, and the world.</td>
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#### Alignment with Core Risk Area

- Enrolment Management
- Faculty and Staff
- Funding and Resource Management
- IT Services, Software and Hardware
- Leadership and Change
- Physical Infrastructure

- Relationship with Stakeholders
- Reputation
- Research Enterprise
- Safety
- Student Success

#### Legislative Compliance and jurisdiction

- Post-Secondary Learning Act (PSLA)
- GFC Academic Standards Committee Terms of Reference
- GFC ASC Subcommittee on Standards Terms of Reference
- GFC Executive Committee Terms of Reference
- GFC Terms of Reference

---

Attachments (each to be numbered 1 - <>)
- Attachment 1 (page(s) 1): ELP Case for Action
- Attachment 2 (page(s) 2): ELP Comparators
- Attachment 3 (page(s) 3): ELP Calendar Change

Prepared by: Amy Dambrowitz, Associate Registrar, kdambrow@ualberta.ca; Judith Odhuno-Were, Manager, Applicant Services, judith.odhuno-were@ualberta.ca
Changes to the Undergraduate English Language Proficiency Requirements
Case for Action
Fall 2019

Context:
Raising the undergraduate English Language Proficiency (ELP) requirement for the TOEFL and IELTS is critical to support institutional competitiveness and the academic success of applicants for whom English is a second or foreign language. The most recent changes to these requirements for undergraduate applicants were approved in 2017. At that time, concerns were raised as to whether the new minimum thresholds were sufficient to ensure student success. It was also noted that the revised ELP requirements at the University of Alberta remained lower than our comparator institutions.

At the time of approval, the Office of the Registrar committed to revisit minimum ELP requirements after the effects of the increased requirements on application volume and student success could be reviewed.

Now, two admission cycles after implementation, we propose to make a second step-change to the university ELP requirements, bringing our ELP requirements into alignment with our peer institutions.

Key Issues to solve and support:
- Student success
- Institutional competitiveness

Analysis:
- International demand has continued to grow
- Improved first-term performance (Fall 2018 cohort) of students with ELP band scores of 6.0 and above: higher GPAs, more completed courses, fewer GPAs below 2.0
- Based on the Fall 2018 cohort, Engineering and Science losses in registration could be as high as 6.4% and 5.2%, respectively. We did not experience losses in registration after the last ELP increase.

Future state:
- Requirements that improve student success in first year.
- Requirements that improve immigration experience via access to the Study Direct Stream.
- Requirements that are more consistent with comparator institutions.
- Changes to IELTS and TOEFL will have the broadest impact on the applicant pool as they are the two most predominant standardized tests presented by applicants.
- IELTS: change minimum band score to 6.0 (currently 5.5) with no change to the current overall score of 6.5.
- TOEFL score to remain at 90 and no change on the minimum band score of 21- The proposed change in the TOEFL score is strictly the equivalent score increase to IELTS in the context of their scoring standard. We have included it here as it is the second most commonly used method of meeting ELP. Most applicants using TOEFL are already meeting this standard.
- Other methods of meeting ELP will be calibrated as needed and brought forth following these changes

---

1 IELTS and TOEFL are the most commonly presented means by which students attempt to meet ELP requirements, representing on average 50% and 10% of the applicant pool each year respectively.
## Comparator English Language Proficiency Requirements
Accurate as of August 2019

<table>
<thead>
<tr>
<th>Institution</th>
<th>IELTS</th>
<th>TOEFL((IBT))</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Component</td>
<td>Total</td>
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<tr>
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</tr>
<tr>
<td>U of A Undergrad (proposed)</td>
<td>6.5</td>
<td>6.0</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>U of A Grad (current)</td>
<td>6.5</td>
<td>5.5</td>
<td>90</td>
</tr>
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</tbody>
</table>

Applicants to teaching and health sciences disciplines need a further level of spoken English proficiency.

A minimum score of 7.5 on IELTS Speaking or 26 on TOEFL speaking.

Applicants to teaching and health sciences disciplines need a further level of spoken English Proficiency.

A minimum score of 7.5 on IELTS Speaking or 26 on TOEFL speaking.

Applicants to many individual graduate programs require a higher level of English proficiency.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Reading</th>
<th>Listening</th>
<th>Speaking</th>
<th>Writing</th>
<th>Additional Notes</th>
</tr>
</thead>
</table>
| UBC Undergrad               | 6.5     | 6         | 90       |         | Reading: 22  
Listening: 22  
Speaking: 21  
Writing: 21 |
| U of T Undergrad            | 6.5     | 6         | 100      | Writing: 22  
Discretionary Range: total score 89~99  
& 19~21 on Writing |
| McGill Undergrad            | 6.5     | 6         | 90       | 21      | Education & Management: TOEFL score of 100  
Music: TOEFL score of 79~80 |
| McMaster Undergrad          | 6.5     | 6         | 86       | 20      |                                        |
| Queens University Undergrad | 6.5     | 6         | 88       | Writing: 24  
Speaking: 22  
Reading: 22  
Listening: 20 |
<table>
<thead>
<tr>
<th>U of C Undergrad</th>
<th>6.5</th>
<th>N/A</th>
<th>86</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing: IELTS 7.0 with no components below a 7.0; TOEFL: 92 with no components below 23</td>
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<td></td>
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<tr>
<td>Education: IELTS 8.0 with no components below a 7.0; TOEFL 100 with no components below 27</td>
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</tbody>
</table>
## Language Proficiency Requirements

### English Language Proficiency

English is the primary language of instruction in all Faculties except Faculté Saint-Jean. All undergraduate applicants to any program or course except Faculté Saint-Jean need an adequate level of English language proficiency before admission, regardless of their citizenship status or country of origin.

Proficiency in English may be fulfilled in one of the following ways:

7. A score of at least 6.5 on the IELTS Academic (International English Language Testing System) with no band less than 5.5 (see Note 4).

### Proposed

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# Governance Executive Summary
**Advice, Discussion, Information Item**

<table>
<thead>
<tr>
<th>Agenda Title</th>
<th>APC’s Role in Changes to Academic Units</th>
</tr>
</thead>
</table>

## Item

| Proposed by | Steven Dew, Provost and Vice-President (Academic) |
| Presenter   | Steven Dew, Provost and Vice-President (Academic) |

## Details

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Provost and Vice-President (Academic)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Purpose of the Proposal is</strong> (please be specific)</td>
<td>The proposal is before the committee to build and ensure understanding of the role that APC plays in considering various kinds of changes to academic units.</td>
</tr>
</tbody>
</table>
| **Executive Summary**  
(*outline the specific item – and remember your audience*) | APC’s responsibility in reviewing proposals for changes to academic units (Faculties, Departments, Divisions, Centres, Institutes) is to consider the institutional impacts - both positive and negative - on the University’s long term academic, research, budget and facilities. When receiving proposals for changes to academic units, APC may wish to consider:  
- How do the proposals support the Universities strategic goals as articulated in *For the Public Good*, including Equity, Diversity, and Inclusivity, the International Strategy, Indigenous initiatives, etc.?  
- What are the impacts on programs and enrolment management?  
- Are there potential implications for research?  
- What are the assumptions being made to support the budgetary implications of this decision?  
- What are the impacts on infrastructure, including facilities and information technology?  
- Are there reputational impacts?  
- How have stakeholders – faculty, staff, and students – been consulted on the proposed change?  
**Recent examples**  
- Some recent examples that fall under APC’s authority over academic units include:  
  - The creation of the department of Women’s and Gender Studies in the Faculty of Arts  
  - The creation of a non-departmentalised School of Public Health (SPH)  
  - The merger of Augustana’s departments of Fine Arts and Humanities in 2013 |

**Supplementary Notes and context**  
<This section is for use by University Governance only to outline governance process.>

## Engagement and Routing (Include proposed plan)

| Consultation and Stakeholder Participation | Office of the Provost  
|                                           | University Governance |

## Strategic Alignment

20
## Item No. 7

<table>
<thead>
<tr>
<th>Alignment with <strong>For the Public Good</strong></th>
<th>Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alignment with Core Risk Area</td>
<td>Please note below the specific institutional risk(s) this proposal is addressing.</td>
</tr>
<tr>
<td>☐ Enrolment Management</td>
<td>☐ Relationship with Stakeholders</td>
</tr>
<tr>
<td>☐ Faculty and Staff</td>
<td>☐ Reputation</td>
</tr>
<tr>
<td>☐ Funding and Resource Management</td>
<td>☐ Research Enterprise</td>
</tr>
<tr>
<td>☐ IT Services, Software and Hardware</td>
<td>☐ Safety</td>
</tr>
<tr>
<td>☒ Leadership and Change</td>
<td>☐ Student Success</td>
</tr>
<tr>
<td>☐ Physical Infrastructure</td>
<td></td>
</tr>
</tbody>
</table>

| Legislative Compliance and jurisdiction | **Post-secondary Learning Act (PSLA)**<br>GFC Terms of Reference<br>GFC Academic Planning Committee Terms of Reference |

Attachments (each to be numbered 1 - <>)

1. APC Terms of Reference (page(s) 1 - <>)
2. Briefing Notes Regarding Governance Processes

*Prepared by:* Kathleen Brough, Senior Administrative Officer and Kate Peters, Portfolio Initiatives Manager, Office of the Provost and Vice-President
1. **Mandate and Role of the Committee**
   The GFC Academic Planning Committee (APC) is a standing committee of GFC charged with oversight of academic planning issues. APC is responsible for considering institution wide implications to the university’s longer term academic, research, financial, and facilities development.

   The Committee may be called upon to consider or recommend to GFC on any academic or research issue within its mandate and has delegated authority from GFC to provide advice to the Board of Governors on budget matters.

2. **Areas of Responsibility**
   Academic implications of:
   a. Academic programs
   b. Research and research policy
   c. Academic units and academic service units
   d. Budget matters
   e. Quality assurance
   f. Enrolment management
   g. Facilities planning
   h. Internationalization policies and initiatives
   i. Indigenous policies and initiatives
   j. Information Technology policies and initiatives

3. **Composition**
   **Voting Members (18)**
   **Ex-officio (6)**
   - Provost and Vice-President (Academic), Chair
   - Vice-President (Research)
   - Vice-President (Finance and Administration)
   - Vice-Provost and University Registrar
   - President, Students’ Union
   - President, Graduate Students’ Association

   **Elected by GFC (12)**
   - 7 academic staff elected by GFC (A1.1, 1.5, 1.6, 1.7), at least five of which are members of GFC. One member, ideally a member of GFC, will be elected by the committee to serve as Vice-Chair
   - 1 Dean
   - 1 Department Chair-at-large
   - 1 non-academic staff at-large (S1.0)
   - 1 undergraduate student from GFC
   - 1 graduate student from GFC

   **Non-voting Members**
   - University Secretary
   - GFC Secretary

   **NOTE:** One academic staff member of the GFC Academic Planning Committee will be elected by the committee for cross appointment to the GFC Facilities Development Committee
4. **Delegated Authority from General Faculties Council**  
*Should be reviewed at least every three years and reported to GFC.*

4.1 **Academic Programs**
   a. Approve the establishment of academic programs, the extension and/or substantive revision of existing programs
   b. Approve the termination of academic programs
   c. Approve certificates from all Faculties, and new non-credit programs and program expansions in the Faculty of Extension, as recommended by ASC, where additional funding and/or space is required
   d. Approve the establishment, extension and/or substantive revision of existing programs, and termination of programs from Centre collège de l’Alberta de l’University of Alberta (including all admission/transfer, academic standing/graduation, and related matters)

4.2 **Research and Research Policy**
   a. Approve the establishment and termination of endowed and funded chairs
   b. Academic Centres and Institutes
      - Approve the establishment of academic centres and institutes
      - Receive notification of the suspension or termination of academic centres and institutes from the Provost and Vice-President (Academic)

4.3 **Academic Units and Academic Service Units**
   a. Approve name changes to Departments and Divisions

4.4 **Budget Matters**
   a. Recommend to the Board of Governors on the academic and research implications of the annual budget, excluding budgets for ancillary units

4.5 **Enrolment Management**
   a. Approve revisions to the Enrolment Management Procedure

5. **Responsibilities Additional to Delegated Authority**

5.1 **Academic Programs**
   a. Recommend to GFC on the suspension of academic programs

5.2 **Research and Research Policy**
   a. Receive, discuss and provide feedback on research policy issues including research ethics policy. Recommend to GFC on new policy suites and revisions to existing policy
   b. Receive, discuss and provide feedback on Centres and Institutes Committee Annual Report
   c. Receive, discuss and provide feedback on research performance summaries and reports

5.3 **Academic Units and Academic Service Units**
   a. Recommend to GFC on name changes of Faculties
   b. Recommend to GFC on the establishment and termination of Faculties, Departments, Schools and Divisions, and on mergers involving Faculties, Departments, or Divisions subject to Article 32 of the Faculty Agreement
   c. Recommend to the Board of Governors on the assignment of priorities for establishment of new Faculties, Departments or Schools
   d. Receive notification of name changes of campus units for information
5.4 **Budget Matters**
   a. Recommend to GFC on budget principles
   b. Recommend to the Board of Governors on the annual budget (excluding ancillary units)
   c. Recommend to GFC on any new fee that would be levied upon a substantial group of students

5.5 **Quality Assurance**
   a. Receive and discuss quality assurance reports for academic programs on an annual basis
   b. Receive and discuss reviews of academic and other academic service units
   c. Receive, discuss, and provide feedback on processes for quality assurance and unit reviews

5.6 **Enrolment Management**
   a. Receive, discuss, and provide feedback on enrolment reports
   b. Recommend to GFC on enrolment management processes

5.7 **Facilities Planning**
   a. Receive advice and comments from Facilities Development Committee (FDC) on any facilities-related matter including requests for additional space or major new construction projects which may affect academic programs
   b. Informed by advice from FDC, recommend to the Board of Governors on policy matters regarding the planning and use of physical facilities
   c. Informed by advice from FDC, recommend to the Board of Governors on policy matters regarding the use of land owned or leased by the University
   d. Informed by advice from FDC, recommend to the Board of Governors on policy matters regarding standards, systems and procedures for planning and designing physical facilities
   e. Informed by advice from FDC, recommend to the Board of Governors on matters regarding planning and use of physical facilities where these facilities are deemed to have a significant academic or research implications, or financial impact on the University

5.8 **International Policies and Initiatives**
   a. Receive, discuss, and provide feedback on annual reports and future plans

5.9 **Indigenous Policies and Initiatives**
   a. Receive, discuss, and provide feedback on annual reports and future plans

5.10 **Information Technology Policies and Initiatives**
   a. Receive, discuss, and provide feedback on annual reports and future plans

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

   6.1 **Academic Programs – Graduate Degree Specializations**
      All proposals for establishment, suspension and termination of graduate degree second level specializations shall be submitted to the Dean of the Faculty of Graduate Studies and Research. The Dean, after consultation, may approve proposals which do not involve base operating or capital funds; the Dean will report these approvals to APC.

7. **Limitations to Authority**
   The following further refines or places limitations on authorities held by or delegated to APC:

   7.1 **Academic Programs**
a. In cases where a new program proposal represents a new credential for the university, final approval resides with the Board of Governors

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

The committee should report annually to GFC on programs approved.

9. Definitions
The determination of what constitutes a "significant academic or research implication or financial impact" will be made by the Committee, either through an expression of consensus or a vote.

Substantial Group of Students – any one (or more) of the following three classes of students: (a) undergraduate students, (b) doctoral level students, and/or (c) graduate students pursuing studies other than those at doctoral level

Academic Units – include Faculties, Departments, Schools and divisions. Divisions are defined as academic units with authority over student programs. They may be budgetary units and may or may not be part of an existing Department.

Academic Service Units – administrative units, excluding ancillary units, that have academic impact

Academic Centre or Institute – An academic centre or institute exists at the University of Alberta and is controlled by the University of Alberta. An academic centre or institute may exist solely within the University of Alberta or may be created through a partnership between the university and other entities. Such other entities may include other universities, governments, public authorities (such as health authorities), and non-profit organizations.

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

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

10. Links
Centres and Institutes Policy

Approved by General Faculties Council: April 29, 2019
PREAMBLE

The framing Provincial legislation for all the University’s Board of Governors and General Faculties Council do is the Alberta Post-Secondary Learning Act (PSLA). In all instances, the PSLA must be referenced accordingly. See: http://www.qp.alberta.ca/documents/Acts/p19p5.pdf.

Further, in all instances, the relevant legislative body’s or bodies’ Terms of Reference should be reviewed to confirm the legislative path any proposal (such as those outlined below) would ‘officially’ follow leading up to its final approval. GFC, GFC standing committee, the Board of Governors, and Board standing committee Terms are accessible online through the University Governance website at www.governance.ualberta.ca. In addition, in many circumstances, it will be necessary to refer to those policies and/or procedures set out in UAPPOL that touch upon the proposal being contemplated. See https://policiesonline.ualberta.ca/Pages/default.aspx.

Finally, it is important to consider how certain proposals may invoke certain section of relevant staff agreements. For further information on these matters, proposers should consult with the University’s Human Resource Services and/or Faculty Relations.

PROCESS “FLOW CHARTS”:

1. **Elimination of an Academic Division**
   
   GFC Academic Planning Committee → General Faculties Council

2. **Elimination of a Department**
   
   GFC Academic Planning Committee → General Faculties Council → Board Learning, Research and Student Experience Committee → Board of Governors

3. **Elimination of a Faculty**
   
   GFC Academic Planning Committee → General Faculties Council → Board Learning, Research and Student Experience Committee → Board of Governors

4. **Merger of Departments**
   
   GFC Academic Planning Committee → General Faculties Council → Board Learning, Research and Student Experience Committee → Board of Governors

5. **Merger of Faculties**
   
   GFC Academic Planning Committee → General Faculties Council → Board Learning, Research and Student Experience Committee → Board of Governors

6. **Major Restructuring/Reorganization of an Existing Department**
   
   GFC Academic Planning Committee → General Faculties Council → Board Learning, Research and Student Experience Committee → Board of Governors

7. **Major Restructuring/Reorganization of an Existing Faculty**
   
   GFC Academic Planning Committee → General Faculties Council → Board Learning, Research and Student Experience Committee → Board of Governors
8. **Elimination of an Academic Centre/Institute**

   GFC Academic Planning Committee

9. **Suspension of an Existing Degree Program (Excluding Specializations of an Existing Degree Program) – effective July 1, 2019**

   GFC Academic Standards Committee → GFC Academic Planning Committee → General Faculties Council → Board Learning, Research and Student Experience Committee → Board of Governors

10. **Elimination of an Existing Degree Program (Excluding Specializations of an Existing Degree Program)**

    **For programs suspended before July 1, 2019**
    GFC Academic Standards Committee → GFC Academic Planning Committee → General Faculties Council → Board Learning, Research and Student Experience Committee → Board of Governors

    **For programs suspended after July 1, 2019**
    GFC Academic Standards Committee → GFC Academic Planning Committee

11. **Elimination of an Existing Specialization Within an Existing Degree Program (ie, Without Elimination of the Framework Program Structure)**

    GFC Academic Planning Committee → General Faculties Council

    [Note: If, in the opinion of the Provost, the proposal constitutes a major change in instructional and research programs and other academic matters, the item should flow to the Board Learning, Research and Student Experience Committee for consideration and final approval.]

12. **Major Changes to Existing Academic Programs**

    GFC Academic Standards Committee → GFC Academic Planning Committee

    [Note: The Provost will determine what constitutes a major change to an existing program. GFC APC has the final authority to approve such proposals unless, in the opinion of the Provost and Vice-President (Academic), the proposal should be forwarded to GFC with an attendant recommendation from APC. The Provost and Vice-President (Academic) may seek the advice of FDC on space-related matters inherent to the proposal prior to its consideration by APC.]

13. **Academic Service Units**

    The GFC Academic Planning Committee (APC) should be kept informed of significant changes to academic service units, including name changes.

**ADDITIONAL NOTE:**

It is also important to keep in mind the role and responsibilities of the Board Learning, Research and Student Experience Committee (BLRSEC) with regard to the overall academic mission of this institution. For those proposals that do not fit neatly into any of the above-noted streams, it will be important that BLRSEC’s Terms of Reference be carefully reviewed before a final legislative path for those initiatives is finally decided.

*Prepared by University Governance, March/April, 2013*

*Updated July 2019*