



Monday, January 30, 2017
 Council Chambers
 2:00 PM - 4:00 PM

OPENING SESSION

- | | | |
|----|---|---|
| 1. | Approval of the Agenda | David Turpin |
| 2. | Approval of the Minutes of November 21, 2016 | David Turpin |
| 3. | Report from the President <ul style="list-style-type: none"> • General Report • Update on ad hoc Committee on Academic Governance including Delegated Authority | David Turpin
Mark Loewen
Steve Patten |

ACTION ITEMS

- | | | |
|----|--|--------------|
| 4. | New Members of GFC
[Note: A motion to appoint may be proposed only by a statutory member of GFC. A motion to receive may be proposed by any member of GFC.] | David Turpin |
|----|--|--------------|

Motion 1: To Appoint New Members
Motion 2: To Receive New Members

DISCUSSION ITEMS

- | | | |
|----|---|--------------------------------------|
| 5. | <i>For the Public Good: Final Performance Measures</i> | Mary Persson
Logan Mardhani-Bayne |
| 6. | Comprehensive Institutional Plan (CIP): Update (no documents) | Steven Dew
Wendy Rodgers |
| 7. | Bachelor of Arts Curriculum Review, Faculty of Arts: Update | Lesley Cormack
Allen Ball |

ACTION ITEMS

- | | | |
|----|---|--------------------------------------|
| 8. | Proposed Changes to the Discrimination, Harassment and Duty to Accommodate Policy and Related Procedures

<i>Motion: To Recommend Board of Governors Approval</i> | Logan Mardhani-Bayne
Wade King |
| 9. | Proposed Changes to the Helping Individuals at Risk (HIAR) Policy and Procedure

<i>Motion: To Recommend Board of Governors Approval</i> | André Costopoulos
Wayne Patterson |

DISCUSSION ITEMS

- | | | |
|-----|---|--------------|
| 10. | Question Period

<i>[Question Period Policy provides that Question Period is one half-hour in length and comprises both oral and written questions. Question Period can be extended if there is a motion to do so (General Faculties Council Terms of Reference)]</i> | David Turpin |
|-----|---|--------------|

10.1 Q Question from GFC member Calvin Howard, Regarding CCIS Incident October 20 and 21, 2017

and

10.1 R Response from Associate Vice President (Risk Management Services)

10.2 Q Question from GFC member Brayden Whitlock, Regarding University Hiring Practices

and

10.2 R Response from Provost and Vice-President (Academic)

10.3 Q Question from GFC member Brayden Whitlock, Regarding security fees charged to student groups

and

10.3 R Response from Vice-Provost and Dean of Students (to be distributed)

INFORMATION REPORTS

[If a GFC member has a question about a report, or feels that the report should be discussed by GFC, the GFC member should notify the Secretary to GFC, in writing, two business days or more before GFC meets so that the Committee Chair (or relevant expert) can be invited to attend.]

11. Report of the GFC Executive Committee
12. Report of the GFC Academic Planning Committee
13. Report of the GFC Academic Standards Committee
14. Report of the GFC Replenishment Committee (January 19, 2017)
15. Report of the GFC Nominating Committee
(The current list of membership vacancies may be viewed at:
<http://www.governance.ualberta.ca/GeneralFacultiesCouncil/NominatingCommittee.aspx>)

[GFC NC Meeting Schedule & Nomination Deadlines](#)

16. Report of the Board of Governors (December 16, 2016)
17. Information Items David Turpin
 - Annual Report on Undergraduate Enrolment 2016/2017
 - Annual Report on Graduate Enrolment 2016/2017
 - University of Alberta Museums Annual Report for the Period July 1, 2015 - September 30, 2016
 - Student Conduct and Accountability Annual Statistical Report (2015-2016)
 - Annual Report of the Appeals and Compliance Officer (2015-2016)
 - Helping Individuals at Risk and Safe Disclosure and Human Rights Activity Reports 2015-2016
 - Waiver of Advertising Requirements: Report to General Faculties Council
18. Information Forwarded to GFC Members Between Meetings David Turpin
 - email notification of GFC meeting April 21, 2017 at 2:00 pm

CLOSING SESSION

19. Next meeting date: March 20, 2017

David Turpin

Documentation was before members unless otherwise noted.

Meeting REGRETS to: Andrea Patrick, Assistant GFC Secretary, apatrick@ualberta.ca, 780-492-1937
Prepared by: Meg Brolley, GFC Secretary and Manager of GFC Services, 780-492-4733,
meg.brolley@ualberta.ca
University Governance www.governance.ualberta.ca

PRESIDENT'S REPORT

TO THE GENERAL FACULTIES COUNCIL

With *For the Public Good* underway, one of my continuing goals is to introduce the plan to the wider community, and share broadly the vision and aspirations of the university for the next five years.

You will notice that I have restructured this report to align with *For the Public Good*. I would appreciate the General Faculties Council's help in both sharing and implementing our plan. To this end, I have highlighted current initiatives and provided updates within the context of *For the Public Good*. I have also identified a few of my own key talking points for the coming months throughout the report.

We will continue to develop and add to the [For the Public Good website](#) as the primary online platform for communicating about the plan. The site will provide updates about the specific objectives, initiatives, and strategic planning processes being undertaken across the university and within faculties and units. As we finalize the metrics and measures of our success, the site will also house reports on our progress.

BUILD

Indigenous Canada

This January, the Faculty of Native Studies opened a new online course called [NS 201 – “Indigenous Canada.”](#) NS 201 is designed for students who are not Native Studies majors. The course surveys historical and contemporary relationships between Indigenous peoples and newcomers, and aims to expand Canadians’ understandings of these relations. While NS 201 is currently offered for credit, it will eventually be offered as a MOOC (Massive Open Online Course). Accessible public education initiatives, like NS 201, are one of the ways in which we are responding to the Truth and Reconciliation Commission’s Calls to Action.

KEY TALKING POINT:

Through initiatives like the new online course, Indigenous Canada, the University of Alberta encourages students, faculty, staff, and the broader community to become active participants in reconciliation.

National Recruitment Strategy

Registrar Lisa Collins has taken the lead on Objective 1: developing and implementing a national recruitment strategy.

An important part of the objective is ensuring that we have effective, coordinated infrastructure to support student admissions. This fall, the Registrar’s Office implemented a new admission process called Automatic Evaluation. The automated admissions system has significantly decreased processing times for high school students applying for the 2017-18 academic year. Application efficiency will underpin our future efforts as we strive to build a diverse and exceptional community of undergraduate and graduate students.

EXPERIENCE

International Week 2017

[International Week](#), which runs from January 30 through February 5 this year, is the largest annual extracurricular educational event on campus. I-Week brings global conversations to the University of Alberta, and engages our whole community in the discussion. The numerous speakers and workshops create spaces where we can hear each other, see from new perspectives, and work towards solutions together.

In *For the Public Good*, our community signaled the importance of experiential learning opportunities for our graduate and undergraduate students. We also identified the goal of inspiring engaged citizens who can think globally when tackling local problems. Events like International Week expose U of A students to global challenges and viewpoints, and help to nourish and encourage those next-generation leaders.

KEY TALKING POINT:

Building global citizenship is an important part of a university education. That means giving U of A students from Alberta and Canada an opportunity to learn about other cultures and develop a worldview that's enriched by students from other countries.

Rehabilitation Medicine Satellite Programs

I recently visited the Faculty of Rehabilitation Medicine's [satellite program in Calgary](#). Through synchronized distance learning and double robotics, professors are broadcasting interactive lectures and seminars between Edmonton, Calgary, and Camrose. The system allows us to offer U of A's MSc Occupational Therapy and Physical Therapy programs in Calgary, and our MSc Physical Therapy program in Camrose. It is one of the ways that we have deepened inter-campus connections, communications, and collaborations, and provided high-quality learning experiences for students throughout the province.

EXCEL

Signature Areas

Provost Steven Dew, Vice-president (Research) Lorne Babiuk and I launched the Signature Areas initiative at a campus forum on November 17, 2016. Following the forum, we opened a formal proposal process to engage the whole university community in this important conversation.

The proposal process closes on January 28. A development panel will review these proposals against the criteria we laid out in *For the Public Good*, and develop a long list of signature areas for final consideration. Please watch for a call for community consultations on the long list in March.

You can [learn more about the signature area development process](#) on the *For the Public Good* website.

KEY TALKING POINT:

From our broad strength as a research-intensive university, we are highlighting areas of global distinction by building a [portfolio of signature areas](#).

Academic Excellence

At the end of October, 20 graduate students, post-doctoral fellows, and professors were recognized at the [annual Killam celebration](#) for their outstanding academic achievement, leadership, and mentorship. The Killam awards tradition stretches back nearly half a century at the U of A.

Colleen Murphy recently received the [Governor General's Literary Award for Drama](#) for her play, *Pig Girl*. Murphy is the U of A's Lee Playwright in Residence, and this honour marks the second Governor General's Literary Award of her career.

This December, 13 U of A faculty members were [named Canada Research Chairs](#). The University of Alberta is now home to 51 tier one chairs and 33 tier two chairs.

ENGAGE

International Travel

Near the end of the fall term, I travelled to India to cultivate our many relationships and partnerships in the country. U of A is responsible for more than 10 per cent of all academic agreements signed between Canadian and Indian institutions.

Our current focus is on facilitating student and faculty mobility. To that end, we signed several agreements of note. We are the first international university to sign with the Indian Science and Engineering Research Board, a major research organization in India. Through the agreement, we will bring graduate students to the U of A using a similar approach to China Scholarship Council. We also signed an MOU with Infosys, India's leading global IT company. This MOU opens the door to joint research projects in energy, machine learning, and climate change, and provides a new avenue to high-quality international internships for U of A undergraduate and graduate students.

Near the end of the tour, I spoke about U of A's leadership in future energy systems research at the 2016 Petrotech Conference, and addressed a group of more than 100 students interested in pursuing studies in the area.

I have provided a reflection about the tour on [The Quad](#).

Universities Canada Professional Program for Presidents

In early January, I co-led a development session with Mike Mahon, president of the University of Lethbridge, at Universities Canada's Professional Program for Presidents. Mike and I led a discussion with post-secondary presidents from around the country on the role of presidents in Indigenous reconciliation efforts within the academy. The session offered a chance to highlight the University of Alberta's initiatives, learn from leaders at other universities and colleges, engage with the national post-secondary community to address some shared challenges, and continue the important conversation on reconciliation in our institutions.

SUSTAIN

Tuition and Funding Reviews

The provincial government reviews on tuition and the post-secondary funding model will be priorities for us this winter. Along with members of the senior leadership team, and colleagues throughout the sector, Provost Steven Dew and I are focused on leading and shaping these discussions to ensure sustained support for the University of Alberta.

We are also working with our post-secondary partners to articulate the importance of funding universities in the immediate lead-up to the provincial government's 2017-18 budget. We are aware of the financial constraints under which the province is operating, and are advocating for increased support as has been the case in the past two years.

On the federal side, I am working with colleagues at Universities Canada and the U15 to take full advantage of the opportunities that continue to develop due to the government's pro-innovation and research agenda. Our priorities include increased funding to the granting councils and investment to cover the full costs of research.

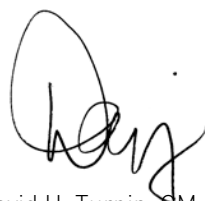
VP Searches

We have now launched [searches for two new vice-presidents](#): research and university relations. The search committees for each portfolio have met and commenced their work. At this time, I would like to invite all members of the U of A community to share your views on the priorities of the [vice-president \(research\)](#) and [vice-president \(university relations\)](#), including current issues, leadership, and the future direction of each office.

I would also like to congratulate [Jonathan Schaeffer](#) on his recent reappointment as dean of science. I look forward to working with Jonathan in the coming five years.

Thank you for your continued dedication to the University of Alberta.

Yours sincerely,



David H. Turpin, CM, LLD, FRSC
President and Vice-Chancellor



Meeting of January 30, 2017

ITEM 4 - New Members of GFC

MOTION I: TO APPOINT/RE-APPOINT [This motion may be proposed only by statutory members of GFC – VPs, Deans, statutory students or elected faculty members]:

The following academic staff member to represent administrative professional and faculty service officers, for a term beginning immediately and ending June 30, 2019:

Li-Kwong Cheah Academic Staff Representative (APO)

MOTION II: TO RECEIVE [This motion may be proposed by any member of GFC]:

The following statutory graduate student member nominated by the Graduate Students' Association (GSA) to serve on GFC for a term beginning immediately and ending April 30, 2017:

Firouz Khodayari Vice-President (Academic), GSA

The following ex officio member, to serve on GFC for term beginning immediately and extending for the duration of his appointment:

Gerald R. Beasley Vice-Provost and Chief Librarian

OUTLINE OF ISSUE
Advice, Discussion, Information Item

Agenda Title: ***For the Public Good: Performance Indicators***

Item

Proposed by	Mary Persson (AVP, Audit and Analysis)
Presenter	Mary Persson (AVP, Audit and Analysis) and Logan Mardhani-Bayne (Initiatives Manager, Audit and Analysis)

Details

Responsibility	Office of the President
The Purpose of the item is (please be specific)	In July 2016, the University established an advisory group to recommend a framework for reporting on performance against For the Public Good (FPG). Following an extensive consultation process, this document presents the approved performance indicators for information. This item is intended to be presented to GFC for information on January 30.
Timeline/Implementation Date	N/A
Supplementary Notes and context	The attachments provide additional details on the performance indicators and membership of the advisory group.

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity) <For further information see the link posted on the Governance Toolkit section Student Participation Protocol >	<u><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> • Chairs' Council – Sept. 20 • Deans' Council – Sept. 21
	<u><i>Those who have been consulted:</i></u> <ul style="list-style-type: none"> • Office of the President (review and comment) • Office of the Provost (review and comment) • University Research Planning Committee – Sept. 29 • President's Executive Committee – Strategic – Sept. 30 • Deans' Council – Oct. 5 • GFC Academic Planning Committee – Oct. 12 • Provosts' Advisory Council of Chairs – Oct. 17 • GFC Executive Committee – Oct. 17 • Board of Governors – Oct. 21 • Vice-Provosts' Council – Oct. 24 • General Faculties Council – Nov. 21 • Board Audit Committee – Nov. 21 • Board Learning and Discovery Committee – Nov. 25 • Board of Governors – Dec. 16 • President's Executive Committee – Strategic – Jan. 5
	<u><i>Those who are actively participating:</i></u> <ul style="list-style-type: none"> • See attachment for advisory group membership

Alignment/Compliance

Alignment with Guiding Documents	Institutional Strategic Plan - <i>For the Public Good</i> (item presents recommended performance indicators)
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal	1. Post-Secondary Learning Act (PSLA) "26(1) Subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university"

<p>(please quote legislation and include identifying section numbers)</p>	<p>“60(1) The board of a public post-secondary institution shall (a) manage and operate the public post-secondary institution in accordance with its mandate, (b) develop, manage and operate, alone or in co-operation with any person or organization, programs, services and facilities for the economic prosperity of Alberta and for the educational or cultural advancement of the people of Alberta”</p> <p>2. General Faculties Council Terms of Reference (3. Mandate of the Committee) “The issues which remain with GFC or which would be referred by a Standing Committee to GFC would generally be in the nature of the following:</p> <ul style="list-style-type: none">• high level strategic and stewardship policy issues or matters of significant risk to the University” <p>3. GFC Executive Committee Terms of Reference (3. Mandate of the Committee) “GFC has delegated to the Executive Committee the authority to decide which items are placed on a GFC Agenda, and the order in which those agenda items appear on each GFC agenda.”</p>
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Attachments (each to be numbered 1 - <>)

1. *For the Public Good (FPG)* – Approved Performance Indicators (page(s) 1 - 10)
2. FPG Performance Indicators Advisory Group – membership (1 page)

Prepared by: Logan Mardhani-Bayne, Initiatives Manager (Audit and Analysis), lmardhan@ualberta.ca

For the Public Good (FPG): **Approved Performance Indicators**

Introduction

In July 2016, the university established an advisory group to recommend a framework for reporting on performance against For the Public Good (FPG). Following an extended consultation process with the university community, these performance indicators were approved in January 2017.

Principles for performance indicators:

In June 2016, the President's Executive Committee – Strategic (PEC-S) endorsed the following principles:

- a focused, manageable framework that blends quantitative and qualitative indicators
- indicators reflecting outcomes rather than simply activities, where possible
- integrity and efficiency of data collection
- relevance of indicators to FPG objectives
- selection of relevant comparators
- timely modification of indicators to reflect institutional evolution (NOTE: indicators will be adjusted to reflect priorities identified through implementation already underway, e.g. defining signature areas)

Reporting contexts:

The U of A has two primary reporting contexts, each of which warrants distinct indicators:

- **Government (public) reporting:** Comprehensive Institutional Plan (CIP), Annual Report (AR).
 - The CIP and Annual Report are based on provincial guidelines, which recommend that institutions develop approximately 15 performance measures. These tend to be outcome-based, and should present a comprehensive view of the institution's core functions.
- **Internal indicators:** administrative and other Board of Governors reports.
 - These tend to be activity-based indicators, indicators for trend identification, and/or faculty-level information not suitable for overall institutional reporting.

The table on page two provides an overview of indicators for each FPG Goal. **Indicators may be relevant to multiple FPG Goals, but each is listed only under the area of most direct relevance.** The indicators presented are intended to form the basis of key public and internal reporting; it is not intended that every indicator will be included in every reporting period. Faculty-level breakdowns can be made available for use by individual units where sufficient data exists.

The remainder of this document presents detailed descriptions of these indicators and existing targets. **The examples provided are drawn from existing reports and may not reflect the full scope of each indicator.**

Acronyms:

NSSE	National Survey on Student Engagement - standardized survey administered by over 500 institutions in Canada and the U.S.
GOS	Graduate Outcomes Survey – biennial survey of Alberta post-secondary graduates, conducted two years post-graduation (includes undergraduate and graduate levels)
CGPSS	Canadian Graduate and Professional Student Survey – national survey of student satisfaction
CAST	Contract Academic Staff – Teaching
TRC	Truth and Reconciliation Commission of Canada
STARS	Sustainability Tracking, Assessment and Rating System

Overview of Performance Indicators

FPG Alignment	Government (public) reporting	Internal indicators
BUILD 1. Diverse, inclusive community 2. Faculty renewal 3. Recruit and retain non-academic staff 4. TRC response 6. Story and brand platform	<ul style="list-style-type: none"> Diverse and inclusive student body (demographic composition: indigenous, international, out of province) Diverse and inclusive community of faculty and staff (demographic composition)* Proportion of professoriate at rank of Assistant Professor Responses to the TRC (qualitative) Media impact (mentions, reach) 	<ul style="list-style-type: none"> Student composition by faculty Professoriate rank composition and progression by faculty; CAST distribution Faculty compensation (gender differential) International student distribution by country Student-faculty and graduate-professor ratio Average financial support by degree level – graduate (scholarship, grants) Yield rates (% of applicants admitted and % of admitted students enrolled) National Recruitment Strategy reporting
EXPERIENCE 7. Experiential learning 8. Extracurricular learning	<ul style="list-style-type: none"> Completion rates by degree level Student satisfaction (NSSE and CGPSS) Employment outcomes two years after graduation – income and employment rate relative to all Alberta graduates (Alberta GOS) Experiential learning opportunities* and High-Impact Practices (NSSE – category includes service-learning; field experience; study abroad) 	<ul style="list-style-type: none"> Undergraduate first-year retention Time to completion by degree level and faculty Residence bed availability per incoming undergraduate student; percentage of full-time students residing in purpose-built student housing (1st-year and total) Completion rate by faculty Job relatedness to subject-area knowledge acquired; skills and abilities acquired (GOS)
EXCEL 11. Reputation for research excellence 13, 14. Support research and teaching 15. Professional development	<ul style="list-style-type: none"> Sponsored research (total and U15 rank, overall and Tri-Agency) Citation impact (composite report from relevant sources) Research impact (qualitative) Student-reported experience with faculty (NSSE) 	<ul style="list-style-type: none"> Rankings (THE, QS – overall and subject) Research and teaching awards (major highlights) Faculty and staff training opportunities (Gold College and others as developed) Funding profile of post-doctoral fellows* Research income, breakdown by source Tri-Agency grants (number received per faculty) and success rate by agency
ENGAGE 16. Community relations; engaged research 18. Institutional partnerships	<ul style="list-style-type: none"> Student-reported citizenship development (NSSE) Community engagement (qualitative overview) 	<ul style="list-style-type: none"> Spin-offs and patents Non-governmental research income or research partner-mix (international, community, government, industry) Extension registrations Alumni engaged
SUSTAIN 19. Health and wellness 20. Sustainability 22. Financial stewardship 23. Infrastructure	<ul style="list-style-type: none"> Faculty and staff engagement (pending development)* STARS rating Net operating revenues ratio 	<ul style="list-style-type: none"> Endowment and donations Voluntary turnover of staff/faculty Deferred maintenance liability (total and spend as a percentage of total capital plan) Financial indicators – key ratios: net income/loss, primary reserve, interest burden, viability Greenhouse gas emissions Health and Safety Indicator report (existing)

* instrument for data collection under development

BUILD

Primary indicators for this goal reflect the overall diversity of the campus community and commitments to reconciliation with indigenous communities.

Primary indicators

- **Diverse and inclusive student body**

Objective 1: Diverse, inclusive community

This indicator will reflect the community's, geographic profile (out-of-province, international) and proportion identifying as indigenous and visible minority. Targets are not available for all categories. Geographical targets are established through the institutional Recruitment Strategy.

Sample (2015-16 Annual Report)

Proportion of Indigenous undergraduate students	Prior Year's Results			Last Actual	Target
	2012-13	2013-14	2014-15	2015-16	2024-25
	3.5%	3.4%	3.6%	3.6%	6.0%

Source: Institutional Data Warehouse as of Feb. 2, 2016

Notes: Includes students who have self-identified as Indigenous. Includes students who have an original hometown province of Alberta. Data are as of Dec. 1 of the reported year. Post-graduate medical education students are excluded.

- **Diverse and inclusive community of faculty and staff**

Objective 2: Faculty renewal; Objective 3: Recruit and retain non-academic and administrative staff

This indicator will reflect the community's gender profile, proportion identifying as indigenous and visible minority, and proportion reporting disability status). At present, most data is available only for continuing, operating-funded staff. Targets for non-academic staff have not been set.

Sample (2015-16 Annual Report)

Proportion of faculty members from visible minority groups	Prior Year's Results			Last Actual	Target
	2011-12	2012-13	2013-14	2014-15	2025
	15%	15%	16%	17%	20%

Source: Employment Equity Census Questionnaire, University of Alberta

Notes: Data are as of Dec. 31 of the reported year. Excludes contingent faculty.

- **Proportion of the professoriate at the rank of Assistant Professor**

Objective 2: Faculty renewal

Sample (2015-16 Annual Report)

Proportion of faculty holding the rank of assistant professor	Prior Year's Results			Last Actual
	2012-13	2013-14	2014-15	2015-16
	23%	19%	17%	17%

- **Report on responses to the Truth and Reconciliation Commission (TRC)**

Objective 4: TRC response

A reporting approach for the university’s response to the TRC will be developed through ongoing community engagement and activities across the institution.

- **Media impact**

Objective 6: Story and brand platform; Objective 16: Community engagement and engaged research

University Relations tracks media mentions and total potential reach for media mentions. Geographic breakdowns are available.

Internal indicators:

<ul style="list-style-type: none"> • Student composition by faculty • Professoriate rank composition by faculty (including CAST-to-full-time ratio) • Faculty compensation (gender differential) 	<ul style="list-style-type: none"> • International student distribution by source country • Student-faculty and graduate-professor ratio • Average financial support by graduate degree level (exploring the options for presenting distribution) • Yield rate • National Recruitment Strategy reporting
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EXPERIENCE

The proposed indicators address high-level student outcomes and overall student satisfaction with the U of A experience, as well as delivery on specific FPG objectives relating to experiential learning.

Primary indicators

- **Completion rates by degree level**

FPG Goal for Experience: “diverse and rewarding learning opportunities that ... enable our success”

Completion targets are not defined in the 2016 CIP. Target-setting may require comparative analysis and will require validation through the Office of the Provost.

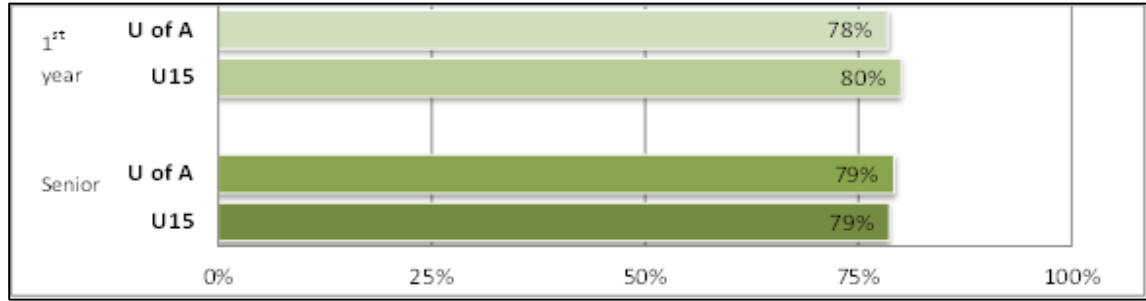
- **Student satisfaction**

FPG Goal for Experience: “diverse and rewarding learning opportunities that ... enable our success”

Student satisfaction is surveyed by the National Survey of Student Engagement (NSSE) for undergraduates and the Canadian Graduate and Professional Student Survey (CGPSS) for those groups. Target setting for this indicator should recognize that satisfaction results are not highly responsive in the short term, and respond to variables that are beyond institutional control.

Sample (2014 NSSE)

Percentage rating overall experience as “Excellent” or “Good,” U of A and U15 peers



Sample (2016 CGPSS)

Percentage reporting they would select the same university again if starting over	Definitely	Probably	Maybe	Probably not	Definitely not
	33.4%	39.3%	16.2%	7.1%	4.1%

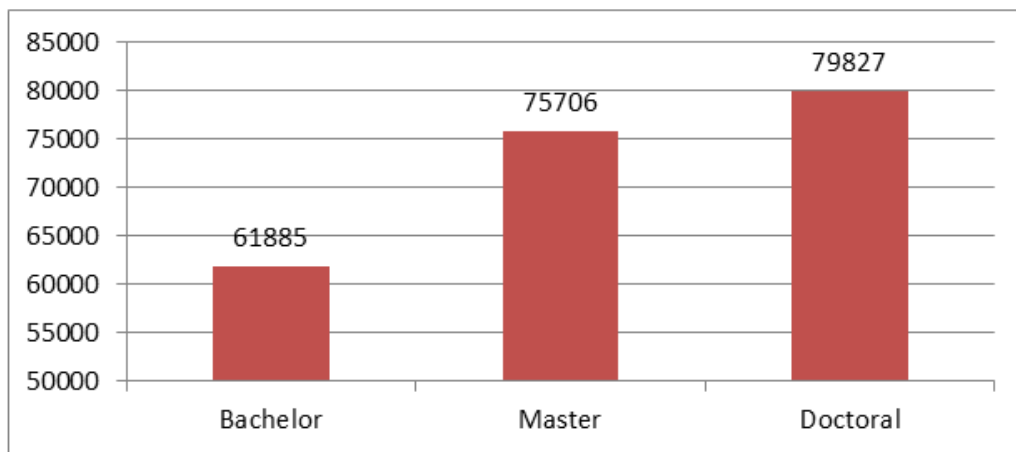
- Employment outcomes two years after graduation**

FPG Goal for Experience: “diverse and rewarding learning opportunities that ... enable our success”

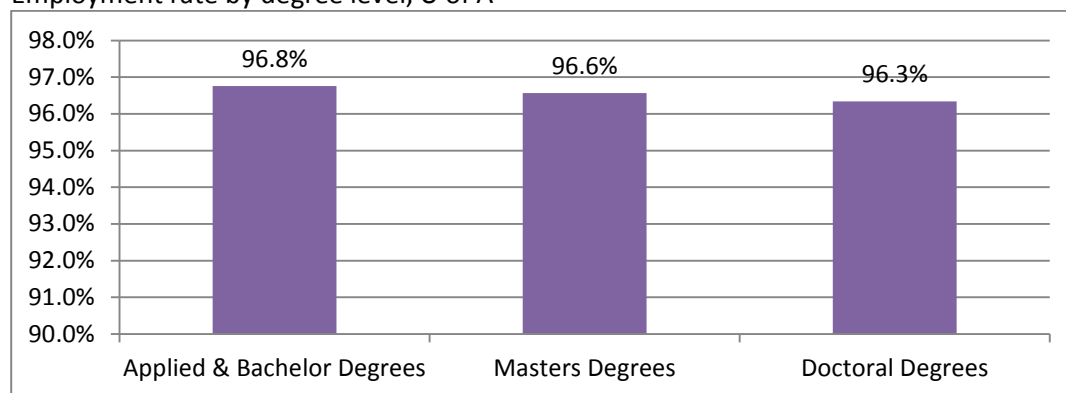
The Graduate Outcomes Survey (GOS) is administered biannually, and surveys students two years post-graduation on satisfaction, financing and employment outcomes. Targets may not be appropriate for this indicator, as incomes reflect both environmental and institutional factors. Reporting will present U of A results relative to all Alberta graduates.

Sample (2014 survey of 2012 graduates)

Average income by degree level, U of A



Employment rate by degree level, U of A



Note: excludes respondents not in labour force.

• **Experiential learning opportunities and High-Impact Practices**

Objective 7: Experiential learning; Objective 8: Extracurricular learning

The NSSE surveys students on their participation in High-Impact Practices (HIPs) which facilitate learning outside the classroom. Units also track participation in some experiential activities. The following will likely be supplemented with qualitative summaries of other experiential learning opportunities (from faculty reports).

Sample (NSSE 2014)

Overall High-Impact Practice participation	First-year		Senior
	U of A	46%	84% (59% more than one)
	U15	42%	80% (53% more than one)

Sources: NSSE 2014. Note: Seniors are surveyed on their cumulative experience with: learning communities; service-learning; research with faculty internships/field experience; study abroad; culminating senior experience.

Sample (2015-16 Annual Report)

Public interaction	Prior Year's Results			Last Actual
	2012-13	2013-14	2014-15	2015-16
	Co-op participation	7%	7%	8%
CSL Course Placements	940	1,131	1,506	N/A

Sources: Institutional Data Warehouse, Community Service-Learning, Office of Alumni Relations
 Notes: Co-op participation is number of students registered in co-op programs. Co-op and CSL data are for the academic year. Last actual co-op participation represents students registered in co-op programs in fall 2015 (excluding post-graduate medical education students) partial-year data, not year-end totals.

Internal indicators:

<ul style="list-style-type: none"> • Undergraduate first-year retention rate • Time to completion by degree level and faculty • Residence bed availability per incoming undergraduate student 	<ul style="list-style-type: none"> • Completion rate by faculty, by degree level • Job relatedness to subject-area knowledge acquired; general skills and abilities acquired (GOS)
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EXCEL

High-level indicators for research and teaching excellence focus on student-reported experiences and the value and impact of research, supplemented by a qualitative report on research activities (framework under development).

Primary indicators

Note: indicators for signature areas (*Objective 12: Build a portfolio of signature research and teaching areas*) are to be developed based on the outcomes of the process for defining and selecting such areas.

- **Sponsored research (total, source and U15 rank)**

Objective 11: Reputation for research excellence; Objective 13: Support excellence in research

This indicator will report sponsored research income in dollars, by source and by relative position within the U15. Current institutional targets refer only to relative U15 position.

Sample (2015-16 Annual Report)

Sponsored research funding, U15 relative position	Prior Year's Results			Last Actual	Target
	2010-11	2011-12	2012-13	2013-14	2015-16
	3	5	5	5	Top 5

Source: Canadian Association of University Business Officers (CAUBO), *Financial Information of Universities and Colleges*, Report 3.1. Data are the most recent available.

- **Citation impact**

Objective 11: Reputation for research excellence; Objective 13: Support excellence in research

The research activity of U of A faculty is not fully captured by citation data, and the university will continue to explore alternatives to reporting research impact. Citation impact is an important indicator of research impact, but no existing citation indicator is comprehensive or equally relevant across disciplines. Reporting will combine data from multiple sources (as an illustrative example only, the table below presents Leiden rankings on number and proportion of publications among the 10% most cited in field).

Sample (Leiden Rankings)

Citation impact rankings	Number of publications in top 10% most cited in field		Proportion of publications in top 10% most cited in field	
	Can. rank	World rank	Can. rank	World rank
	4	48	14	330

Source: CWTS Leiden Rankings

Notes: The “proportion” ranking reflects the *proportion* of all publications attributable to U of A authors that rank among the most cited in their respective fields. The “number” ranking reflects the *absolute number* of publications attributable to U of A authors that rank among the most cited in their respective fields (this ranking tends to favour larger institutions).

- **Student-reported experience with faculty (seniors)**

Objective 14: Support excellence in teaching and learning

NSSE surveys students on two Experiences with Faculty indicators. Mean scores reflect the frequency with which students reported positive items in each indicator category. If this indicator is retained, an appropriate visualization will be developed.

Sample (2014 NSSE)

		Mean score
Student-faculty interaction	U of A	17.7
	U15	17.2
Effective teaching practices	U of A	36.6
	U15	34.8

Source: NSSE 2014

Note: Each indicator is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item, while a score of 60 indicates responses at the top of the scale on every item.

Student-faculty interaction includes: discussing career plans; working with faculty on activities other than coursework; discussing course concepts outside of class; discussing academic performance.

Effective teaching practices includes: clear course goals and requirements; organized course sessions; use of examples/illustrations; providing feedback on work in progress; providing feedback on completed work.

Internal indicators:

<ul style="list-style-type: none"> • Rankings (THE and QS – overall and subject-area) • Research and teaching awards (major highlights only) • Faculty and staff training opportunities (Gold College, Chairs’ school and other programs as developed) • 	<ul style="list-style-type: none"> • Funding profile of post-doctoral fellows (under development) • Tri-Council grants (number received per faculty and success rate compared to competition average), by agency)
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ENGAGE

Primary indicators attempt to capture the impact of engagement on student development, communities and institutional reputation. Qualitative reports in this area are critical and need to be developed.

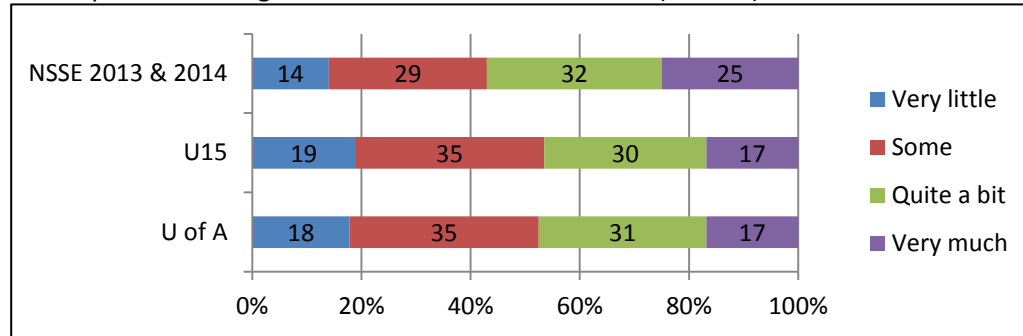
NOTE: Media impact metrics developed under Build are relevant to Engage *Objective 16: Community engagement and engaged research*

- **Student-reported citizenship development (seniors)**

Objective 16: Community engagement and engaged research

Sample (NSSE 2014)

How much has your experience at this institution contributed to your knowledge, skills, and personal development in being an informed and active citizen? (seniors)



• **Community engagement (qualitative summary)**

Objective 16: Community engagement and engaged research

Development of an appropriate reporting framework and template is pending. It is suggested that this qualitative information be pulled from faculty reports.

Internal indicators:

<ul style="list-style-type: none"> • Spin-offs • Non-governmental research income or research partner-mix (international, community, government, industry) 	<ul style="list-style-type: none"> • Extension registrations • Alumni engaged
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SUSTAIN

Primary indicators reflect FPG’s holistic perspective on sustainability.

• **Faculty and staff engagement**

Objective 19: Community wellness; Objective 21: Continuous improvement in administration

This indicator is pending the development of an employee engagement survey instrument.

• **STARS rating**

Objective 20: Integrated approach to sustainability

The Sustainability Tracking, Assessment & Rating System (STARS) is an integrated assessment of institutional sustainability. The university achieved a Gold rating in 2014, up from Silver in 2012.

- **Net operating revenues ratio**

Objective 22: Financial stewardship

Net operating revenues ratio provides an indicator of the extent to which the institution is generating positive cash flows from operating activities. A positive ratio indicates positive cash flow from operating activities, while a negative ratio indicates negative cash flow from operating activities (and may imply that the institution is not living within available resources).

Internal indicators:

<ul style="list-style-type: none"> • Endowment and donations received • Voluntary turnover of staff/faculty • Deferred maintenance liability (total and expenditure as percentage of capital plan) 	<ul style="list-style-type: none"> • Financial indicators: net income/loss ratio , primary reserve ratio, net operating revenues ratio, interest burden ratio, viability ratio • Greenhouse gas emissions • Health and Safety Indicator report (existing)
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For the Public Good (FPG): Performance Indicators Advisory Group
Membership List

Name	Title/Office
Mary Persson (Chair)	AVP, Audit and Analysis
Amy Dambrowitz	Strategic Development Manager, Office of the Provost
Anita Molzahn	Dean, Faculty of Nursing
David Evans	Vice-Dean – Research, Faculty of Medicine and Dentistry
Harvey Krahn	Professor, Sociology
Leah Vanderjagt	Digital Repository Services Librarian, Libraries
Susan Hamilton	AVP, Research
Llars Hallstrom	Professor and Director, Alberta Centre for Sustainable Rural Communities
Colin More	Doctoral Candidate, Physics
Deborah Williams (Resource)	Director, Strategic Analysis and Data Warehousing
Logan Mardhani-Bayne (Resource)	Initiatives Manager, Audit and Analysis

Comprehensive Institutional Plan (CIP) 2017-2020

General Faculties Council

January 30, 2017



- Outline
- Overview of the CIP
 - Purpose and audience
 - Provincial requirements
 - Alignment with *For the Public Good*
- Development process
- Highlights
- Next steps

CIP Overview

- Three-year planning document integrating institutional goals, budget and capital plan
- Prepared according to guidelines issued by Advanced Education (prescribed content, format)
 - Satisfies legislative accountability requirements
- Structured around Alberta adult learning system principles:
 - Accessibility, Affordability, Quality, Coordination, Accountability

Alignment with *For the Public Good*

- CIP priorities align directly with *For the Public Good* goals and objectives:
 - Build, Experience, Excel, Engage, Sustain
- Alignment demonstrates how *For the Public Good* supports government's system-wide objectives
- Document should enable cross-referencing between government principles and *For the Public Good*

Development Process

- Draft being developed by Working Group representing all VP portfolios, led by Deputy Provost
- Built directly on *For the Public Good* consultations
- Review and approval route (budget, capital plan):
 - Briefings: GFC (Jan. 30), Board and committees (Feb. 3)
 - GFC APC, Feb. 15 – recommendation (approval)
 - BLDC, Feb. 27 – recommendation (approval)
 - BFPC, Feb. 28 – recommendation (approval)
 - Board of Governors, Mar. 17 – approval
 - Full document approved through subsequent cycle

Highlights: CIP Goals (focus on 5 government principles)

- Accessibility
 - Prioritize health, wellness, and safety for students, faculty, staff
 - Respond to the Truth and Reconciliation Commission
 - Build a diverse and inclusive community of students from Alberta, Canada, and the world
 - Support recruitment and retention of diverse and inclusive faculty and staff
- Affordability
 - Ensure infrastructure meets ongoing needs
 - Secure and steward financial resources for our core mission and strategic goals
 - Support an integrated approach to sustainability

Highlights: CIP Goals

- Quality
 - Build a portfolio of signature research and teaching areas
 - Enable researchers to succeed and excel
 - Facilitate interdisciplinary and cross-unit collaboration
 - Create a faculty renewal program
 - Increase access to curricular experiential learning
 - Inspire, model, and support excellence in teaching and learning

Highlights: CIP Goals

- Coordination
 - Build partnerships with research agencies, governments, universities, communities, and other organizations
 - Mobilize the unique experiences of all U of A campuses
 - Enhance mutually beneficial community relations and engaged scholarship
 - Continuous improvement in administration and governance
- Accountability
 - Build a strategy to tell the U of A's local, national, and international story
 - Ensure and demonstrate responsible stewardship of resources

GFC Budget Overview

January 30, 2017



Provincial Funding Review

- The government has initiated a funding review of the Campus Alberta grant.
- May include review of per student funding.

Tuition Fee Regulation

- The government has initiated a review of the regulation.
- Potential revenue impact on international differential fees, general tuition and MNIFs.

Revenue Generation

- The government has slowed the approval process or temporarily stopped the capacity of the university to generate new revenue streams.

Provincial Government Fiscal Position

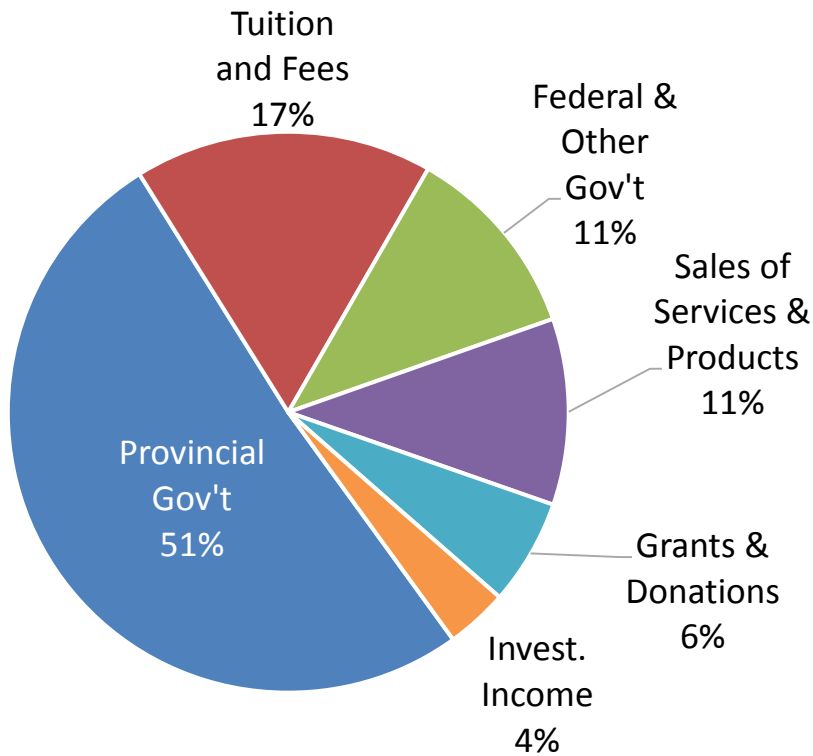
- Q2 Fiscal Update projected a provincial deficit of \$10.8 billion, an increase of \$449 million from budget.
- Provincial in-year reductions, including \$40 million for Advanced Education. Must be found in base for 17-18. Equals 2% reduction to province-wide Campus Alberta grant

For the Public Good

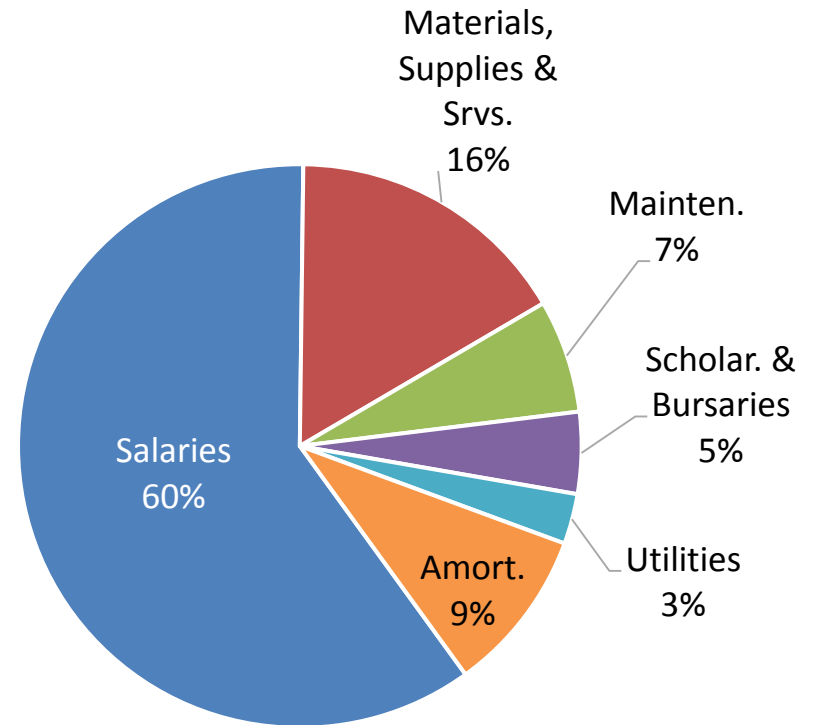
- Funding support for the university's new strategic plan.

Consolidated Budget, 2017-18

Revenue: \$1,919 million



Expense: \$1,903 million



	2016-17		Budget
	Budget	Forecast	2017-18
Provincial government	969.6	963.8	981.0
Tuition and Related Fees	334.4	324.9	330.0
Investment Income	62.7	67.0	68.2
Other	509.9	500.6	540.0
Total Revenue	1,876.6	1,856.4	1,919.1
Salaries & Benefits	1,118.7	1,108.4	1,145.4
Materials, Supplies & Services	306.4	299.5	311.3
Utilities	58.6	51.3	54.8
Maintenance	92.0	100.0	123.5
Scholarships and Bursaries	87.1	86.5	89.2
Amortization of Capital Assets	176.2	175.5	178.5
Total Expense	1,839.0	1,821.3	1,902.7
Excess (Deficiency)	37.6	35.1	16.4

	Operating ¹	Ancillary	Research	Capital	Special Purpose	TOTAL (2017-18)	2016-17 Forecast
Provincial government	670.1	-	134.6	104.0	72.2	981.0	963.8
Tuition and Related Fees	330.0	-	-	-	-	330.0	324.9
Investment Income	19.0	0.0	29.4	0.1	19.8	68.2	67.0
Other	117.36	97.65	285.24	29.00	10.70	539.96	500.6
Total Revenue	1,136.4	97.7	449.2	133.1	102.7	1,919.1	1,856.4
Salaries & Benefits	833.2	30.0	219.0	-	63.2	1,145.4	1,108.4
Materials, Supplies & Services	122.9	26.8	134.8	-	26.7	311.3	299.5
Utilities	47.8	7.0	0.0	-	-	54.8	51.3
Maintenance	34.0	23.5	2.7	63.2	0.1	123.5	100.0
Scholarships and Bursaries	35.9	-	44.1	-	9.1	89.2	86.5
Amortization of Capital Assets	53.31	11.03	-	114.19	-	178.52	175.5
Total Expense	1,127.1	98.4	400.6	177.4	99.2	1,902.7	1,821.3
Excess (Deficiency)	9.3	(0.7)	48.6	(44.3)	3.5	16.4	35.1
Unrestricted Net Assets	(183.7)	33.0	67.5	11.0	-	(72.2)	(34.2)

(1) Includes unfunded benefits liability, which includes \$9.3 million 'recovery in expense', and a net asset deficiency of \$262 million Not including all institutional commitments.

a. Academic Commitments:	
- Academic hiring commitments	\$3.5 M
- Libraries	\$1.4 M
b. Advancement	\$2.3 M
c. Contractual Obligations	
- F & O contracts	\$0.6 M
- Learning Mgmt. consortium	\$0.3 M
- F & A SupplyNet	\$0.5 M
- IST contracts	\$0.7 M
- Benefits	\$3.4 M
- Utilities	\$3.0 M
	Sub-total
	\$15.7 M
	For the Public Good
	\$3.5 M
	Total *
	\$19.2 M

* Excludes ATB and merit of \$12 M transferred to Faculties/Units

Budget Assumptions	2017-18	1% Sensitivity
Campus AB Grant	2.0%	\$6.2 M
Tuition Fees:		
• Domestic	0.0%	\$1.9 M
• International	3.02%	\$0.8 M
Salary Settlement ¹		
• AASUA	1.5%	\$4.1 M
• NASA	0.0% ²	\$2.2 M
Merit ¹ (average)		
• AASUA	1.1%	\$4.1 M
• NASA	1.1%	\$2.2 M
UAPP	6%	\$0.7 M
PSPP	3%	
Base Operating Budget Cut	1% = approx. \$7.5 million	

1. Faculties and units continue to fund ATB and merit.
2. To be re-opened if the Alberta Government and its employees achieve a general increase in 2017.

	2% Grant	0% Grant	- 2% Grant
New Revenue 2017-18:			
Grant Increase (decrease)	\$12.3 M	\$0.0 M	(\$12.3 M)
Tuition	3.0 M	3.0 M	3.0 M
Funding Available	\$15.3 M	\$3.0 M	(\$9.3 M)
Institutional Commitments	(\$15.7M)	(\$15.7M)	(\$15.7M)
For the Public Good	(\$3.5 M)	(\$3.5 M)	(\$3.5 M)
Shortfall	(\$3.9 M)	(\$16.2 M)	(\$28.5 M)
Institutional Budget Cut²	0.5%	2.2%	3.8%
Impact of ATB & Merit	2.6%	2.6%	2.6%

(1) A 1% cut is approximately \$7.5 M

Budget Source

Revenue

Campus Alberta Grant

Tuition & Fees

Interest Income

Alternative Revenue

Expense

Compensation

Benefit Costs

Contractual Obligations

Utilities

US Exchange

Academic Price Index

GFC Budget Overview

January 30, 2017



Consolidated Budgets	2016-17		Budget 2017-18	Forecast		
	Budget	Forecast		2018-19	2019-20	2020-21
Provincial government	969.6	963.8	981.0	1,000.7	1,026.6	1,045.7
Tuition and Related Fees	334.4	324.9	330.0	343.5	347.3	355.0
Investment Income	62.7	67.0	68.2	71.2	74.0	74.8
Other	509.9	500.6	540.0	531.3	543.8	561.4
Total Revenue	1,876.6	1,856.4	1,919.1	1,946.7	1,991.7	2,037.0
Salaries & Benefits	1,118.7	1,108.4	1,145.4	1,171.2	1,205.8	1,233.6
Materials, Supplies & Services	306.4	299.5	311.3	325.4	331.7	340.8
Utilities	58.6	51.3	54.8	56.4	53.9	56.3
Maintenance	92.0	100.0	123.5	79.0	76.7	76.1
Scholarships and Bursaries	87.1	86.5	89.2	92.4	95.7	99.2
Amortization of Capital Assets	176.2	175.5	178.5	184.5	193.1	194.5
Total Expense	1,839.0	1,821.3	1,902.7	1,908.9	1,956.9	2,000.5
Excess (Deficiency)	37.6	35.1	16.4	37.7	34.8	36.4

	2016-17		Budget 2017-18	Forecast		
	Budget	Forecast		2018-19	2019-20	2020-21
Total Revenue	1,876.6	1,856.4	1,919.1	1,946.7	1,991.7	2,037.0
Total Expense	1,839.0	1,821.3	1,902.7	1,908.9	1,956.9	2,000.5
Excess (deficiency)	37.6	35.1	16.4	37.7	34.8	36.4
Investment in Capital Assets	(47.9)	(27.3)	(54.4)	5.3	(13.7)	(1.2)
Unrestrict. Net Assets, Begin of Yr.	(59.2)	(42.0)	(34.2)	(72.2)	(29.1)	(8.1)
Unrestricted Net Assets, End	(69.5)	(34.2)	(72.2)	(29.1)	(8.1)	27.1

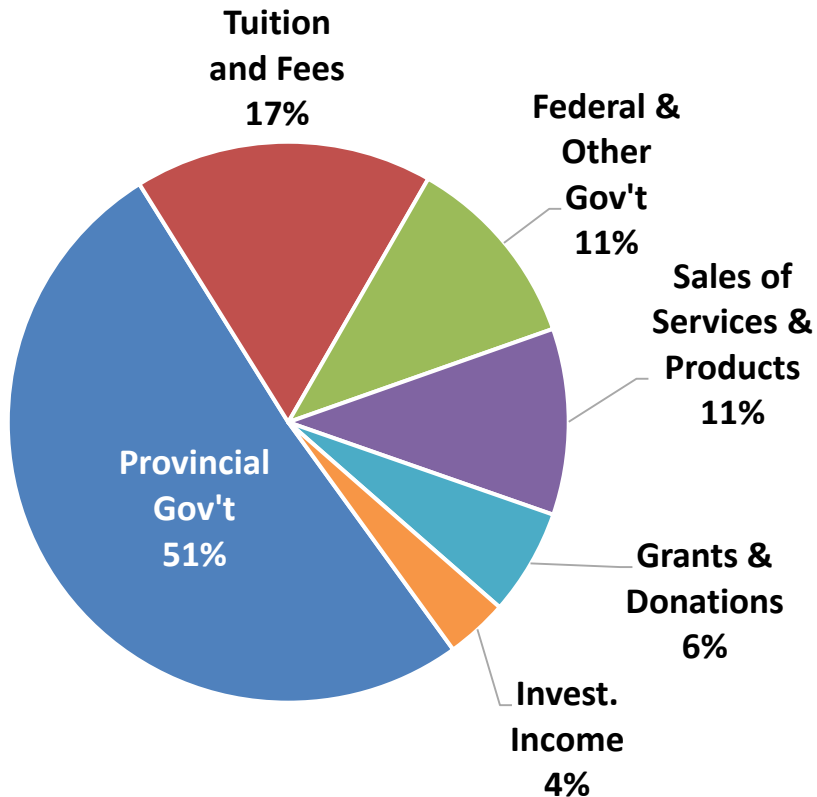
Version A: No separate line item for \$6.1 M

	2016-17		Budget ¹ 2017-18	Forecast		
	Budget	Forecast		2018-19	2019-20	2020-21
Provincial government	648.7	653.2	670.1	682.8	695.6	708.8
Tuition and Related Fees	332.4	323.0	330.0	343.5	347.3	355.0
Investment Income	14.0	18.2	19.0	21.9	24.4	25.1
Other	101.4	115.3	117.4	119.5	121.8	124.2
Total Revenue	1,096.6	1,109.7	1,136.4	1,167.6	1,189.2	1,213.1
Salaries & Benefits	817.3	812.9	833.3	852.0	879.0	899.1
Materials, Supplies & Services	110.8	115.2	122.9	127.9	128.9	129.8
Utilities	51.7	44.8	47.8	48.8	46.0	48.3
Maintenance	31.4	40.0	34.0	34.3	34.7	35.0
Scholarships and Bursaries	35.5	35.4	35.9	36.5	37.1	37.7
Amortization of Capital Assets	47.6	47.6	53.3	55.0	56.4	57.0
Total Expense	1,094.2	1,095.8	1,127.1	1,164.6	1,182.0	1,206.8
Excess (Deficiency)	2.3	13.9	9.3	13.0	7.2	6.3

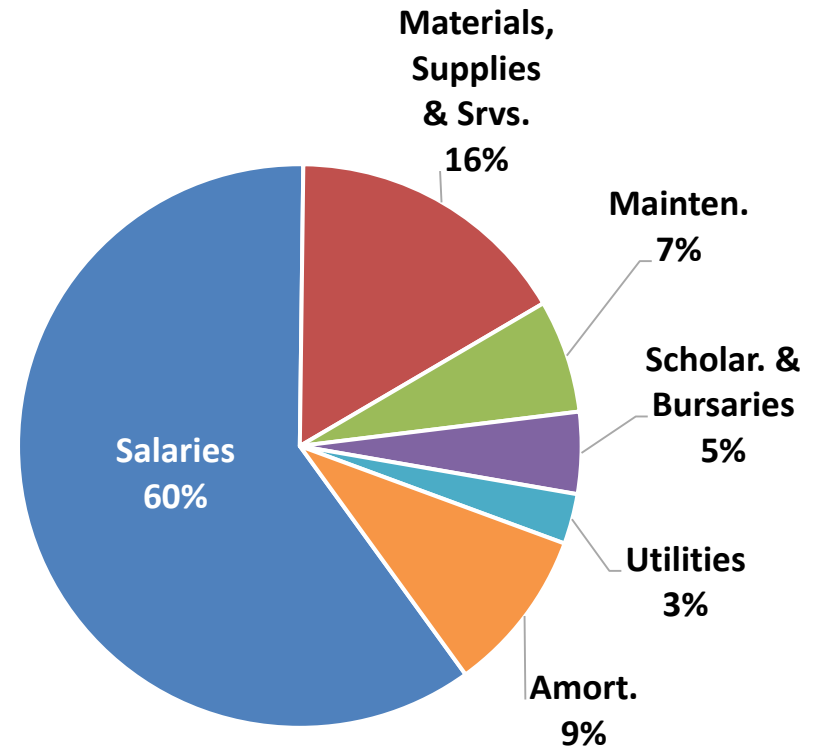
(1) Includes \$9.3 million recovery for unfunded benefits liability.

Consolidated Budget, 2017-18

Revenue: \$1,919 million

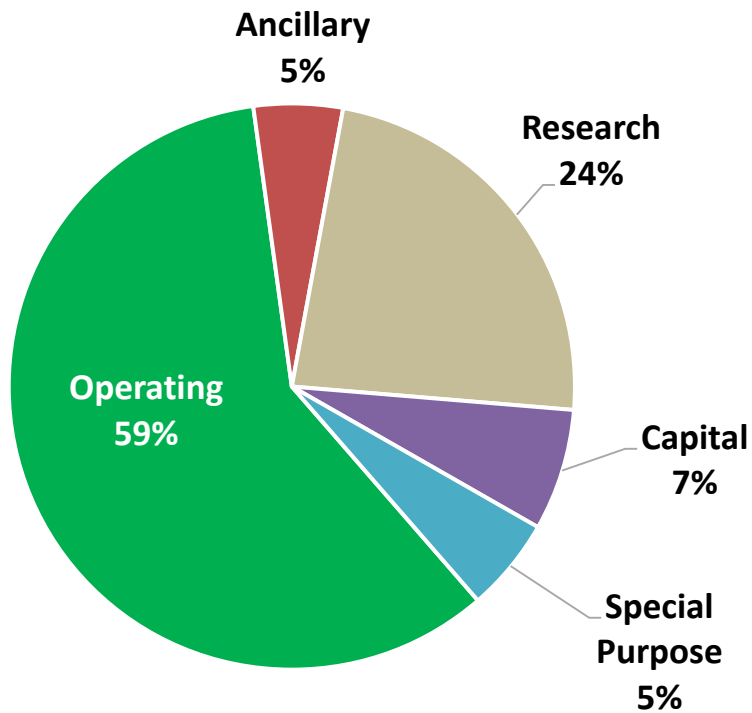


Expense: \$1,904 million

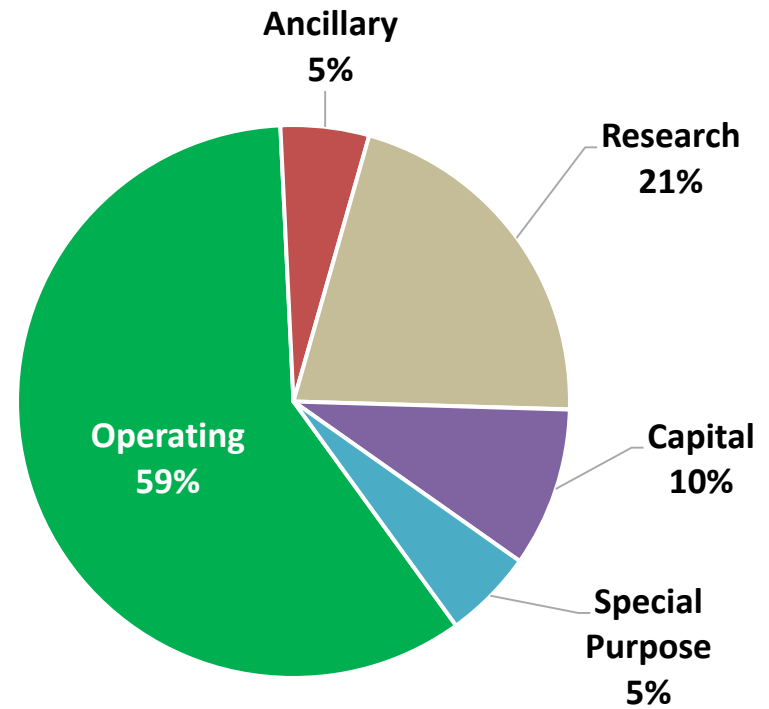


Budget by Fund, 2017-18

Revenue: \$1,919 million



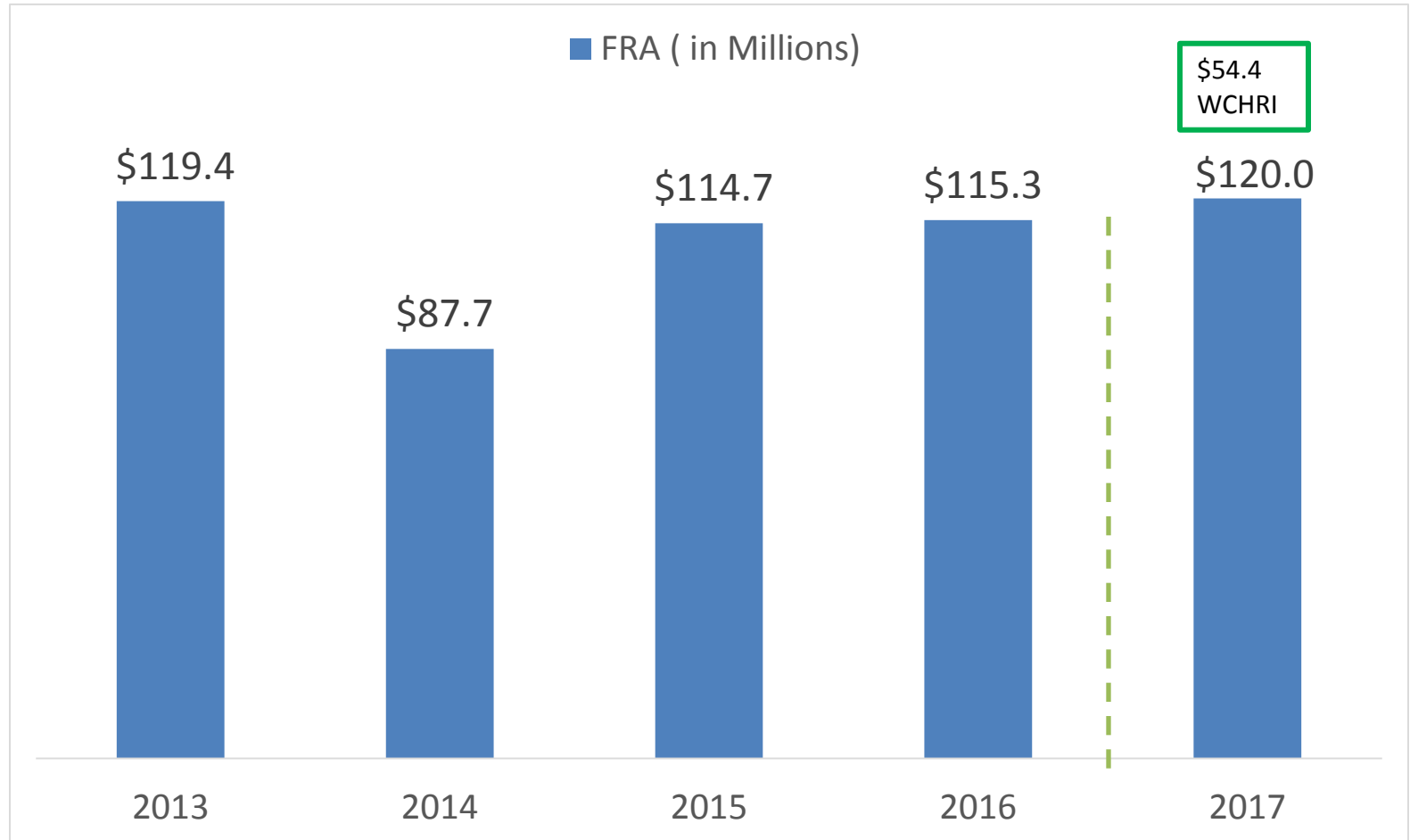
Expense: \$1,903 million



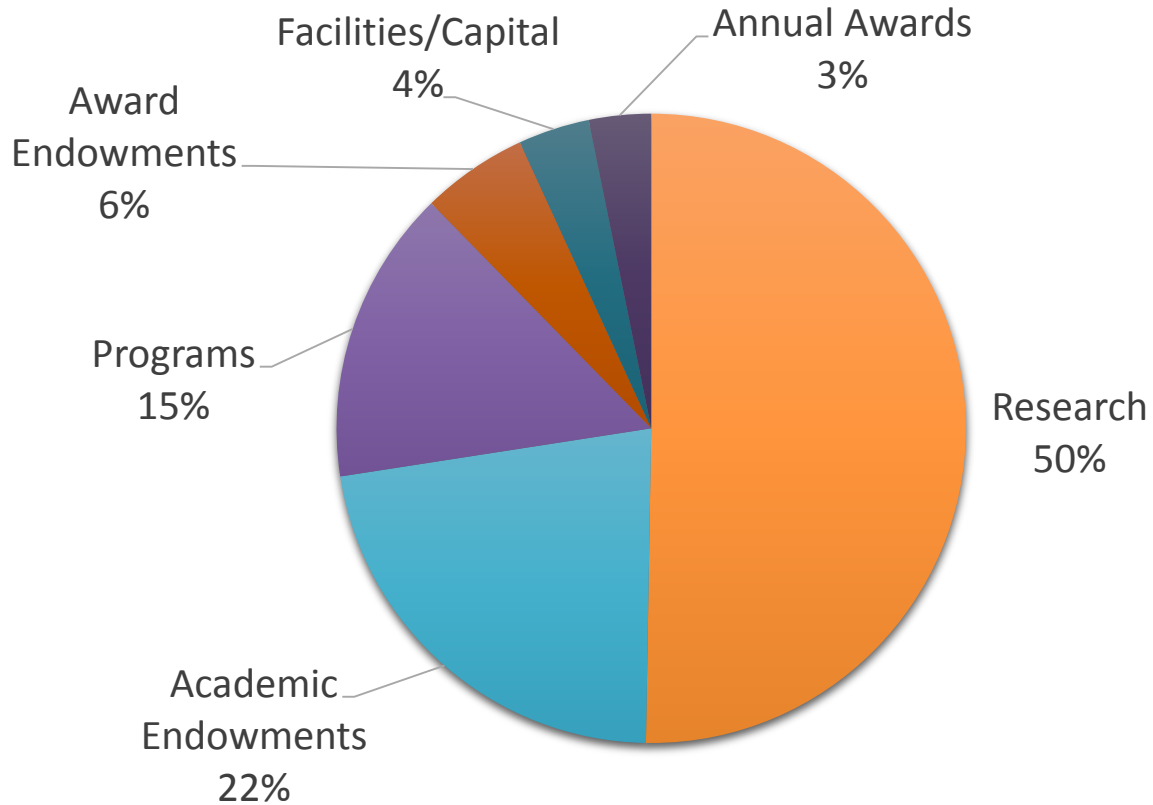
CAMPUS ALBERTA GRANT

2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
6.0%	6.0%	6.0%	0.0%	0.0%	2.0%	-4.6%	0.0%	2.0%	2.0%

Fundraising Achievement

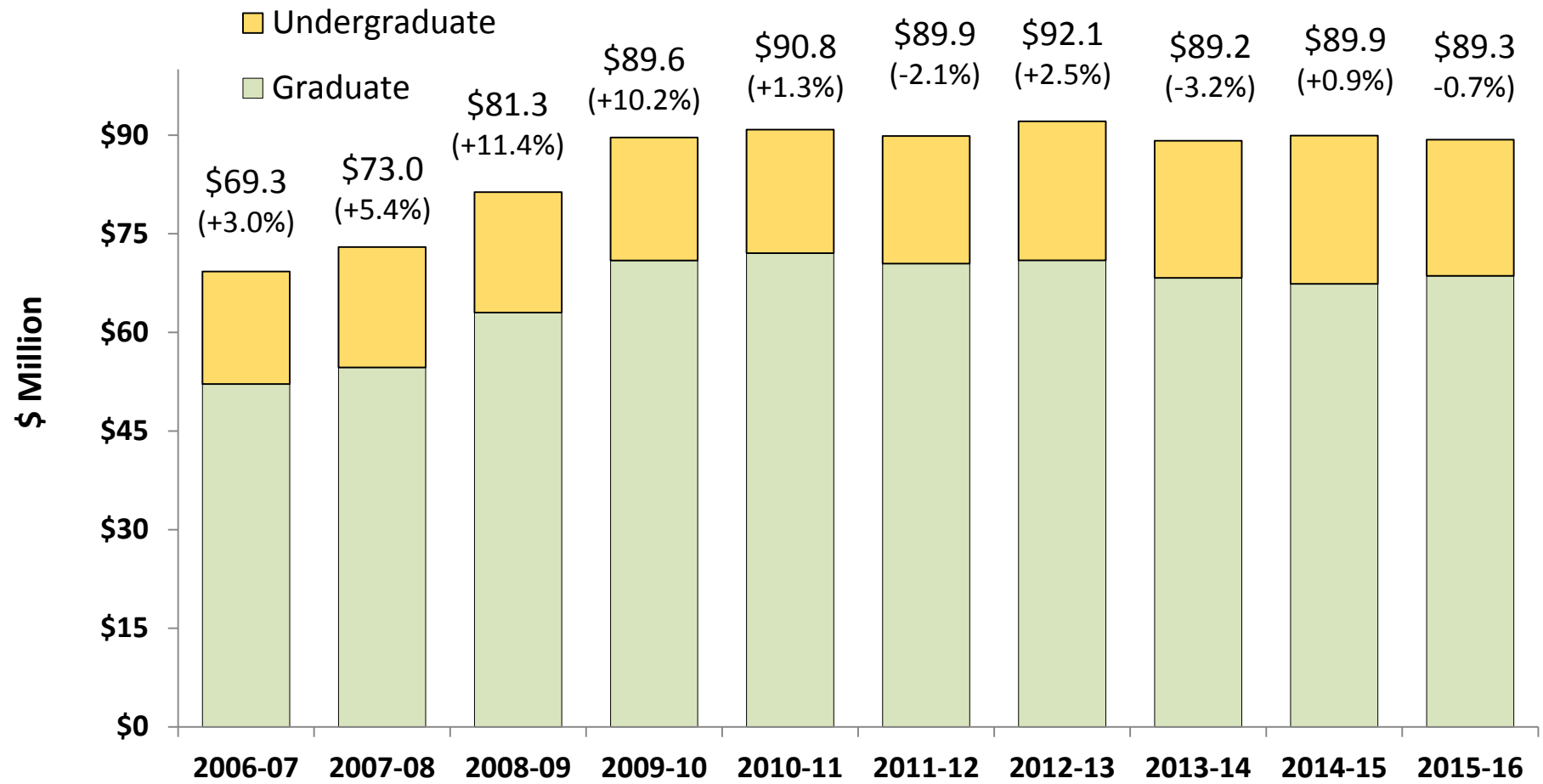


Fundraising Achievement By Allocation – 2016 (\$115.3M)



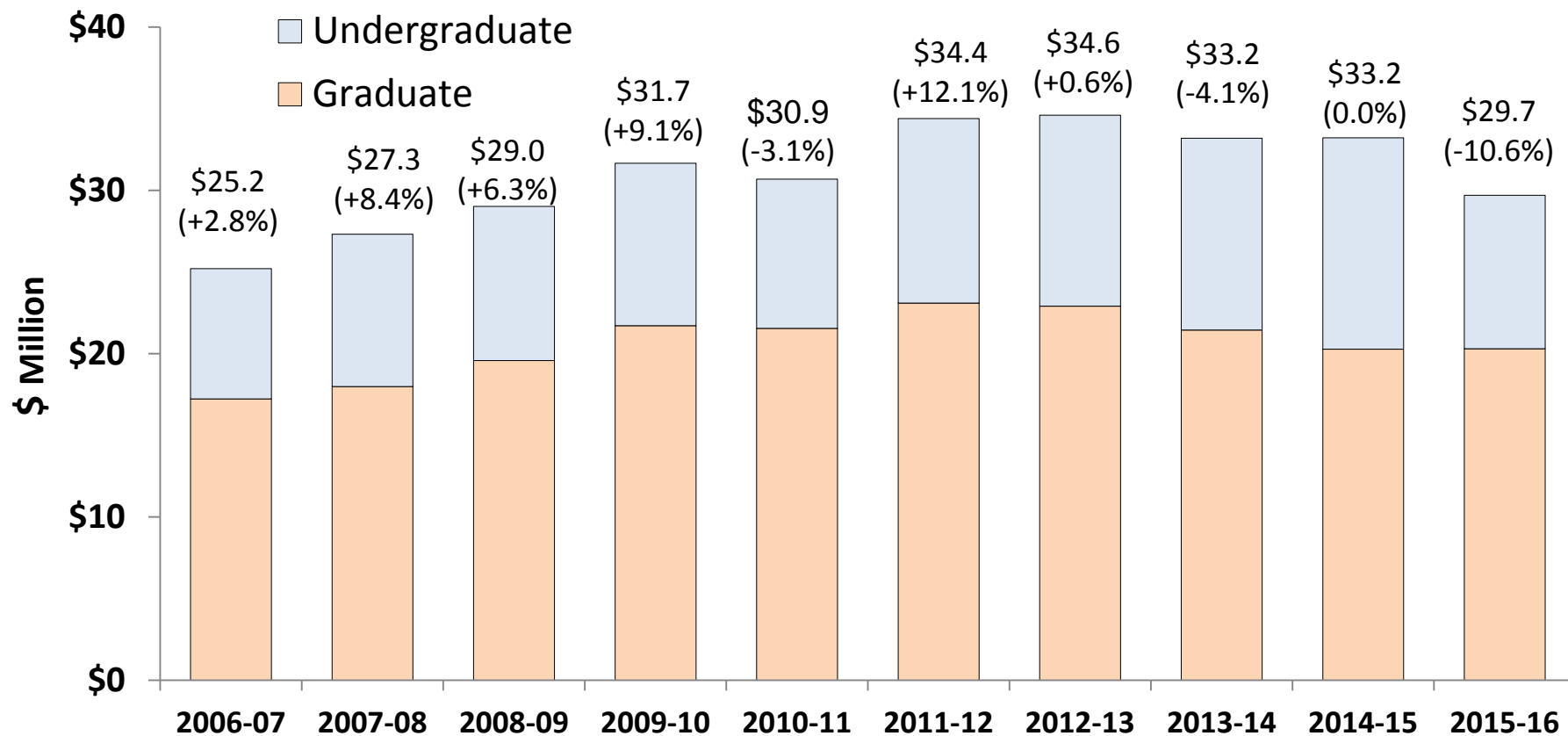
U OF A BURSARY & AWARD EXPENDITURES

(consolidated)



U OF A BURSARY & AWARD EXPENDITURES

(Operating)



OUTLINE OF ISSUE
Advice, Discussion, Information Item

Agenda Title: Bachelor of Arts Curriculum Renewal, Faculty of Arts

Item

Proposed by	Lesley Cormack, Dean, Faculty of Arts
Presenters	Allen Ball and Rebecca Nagel, Associate Deans, Student Programs

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the item is (please be specific)	To provide an overview of and answer questions about the BA Curriculum Renewal from the Faculty of Arts.
Timeline/Implementation Date	September 1, 2018
Supplementary Notes and context	<p>The current structure of the Faculty of Arts Bachelor of Arts (BA) Basic Requirements has been in place since the 2006 – 2007 academic year.</p> <p>In November 2011, Arts Faculty Council approved a five year Academic Plan that included a systematic review of the BA general requirements.</p> <p>The ensuing consultation process has led to this final version of the BA Renewal Proposal.</p> <p>The goal of the BA Curriculum Renewal is to develop a sustainable BA program that provides Arts students with an exemplary undergraduate degree.</p> <p>A renewed BA in the Faculty of Arts must be flexible enough to accommodate the exceptional breadth and depth in programming offered in our Faculty. This renewed BA must also continue to enable a broad range of pedagogical methods, from traditional instructional strategies to community-engaged experiential learning, while retaining our rigorous academic standards.</p> <p>The Faculty of Arts has provided a web link on our homepage to the entire history of the BA Renewal process, proposal and appendices.</p>

Engagement and Routing (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p><For further information see the link posted on the Governance Toolkit section Student Participation Protocol></p>	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • All Arts faculty and staff • All Arts undergraduate students • Faculty of Arts undergraduate students' association (OASIS) • University of Alberta Students' Union • Associates Deans (Undergraduate) across the University • Office of the Provost • Faculty of Arts Alumni
	<p><u>Those who have been consulted:</u></p> <p>Associate Dean Ball has:</p> <ul style="list-style-type: none"> • During the 2015-2016 academic year, Associate Dean Ball held individual meetings with all 15 Faculty of Arts Department Chairs, as well as the Executive Director of Community Service-Learning

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and the Director of the Office of Interdisciplinary Studies

- Ongoing updates on the BA Curriculum Renewal process have been provided by Associate Dean Ball to members of the central administration, including:
 - Meg Brolley, General Faculty Council Secretary
 - Dr. Sarah Forgie, Vice Provost (Learning Initiatives)
 - Dr. Nat Kav, Vice Provost (Academic Programs and Instruction)
 - Kate Peters, Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic)
 - Dr. Christine Brown, Head Librarian

The potential changes to our BA have also been discussed with Faculties across campus.

- Dr. Jason Carey, Associate Dean (Programs & Planning), Faculty of Engineering
- Dr. Janice Causgrove Dunn, Associate Dean (Undergraduate Programs), Faculty of Physical Education and Recreation
- Dr. Robin Everall, Interim Vice-Provost and Dean of Students
- Dr. Elaine Geddes, Associate Dean (Undergraduate), Alberta School of Business
- Dr. Clive Hickson, Associate Dean (Undergraduate Programs and Services), Faculty of Education
- Dr. Tim Joseph, Associate Dean (Student & Co-op Services), Faculty of Engineering
- Dr. Brenda Leskiw, Senior Associate Dean (Undergraduate), Faculty of Science
- Dr. Karsten Mundel, Director & Associate Dean (Academic), Augustana Campus
- Dr. Frank Tough, Associate Dean (Academic), Faculty of Native Studies
- An update on the BA Curriculum Renewal consultation process was presented by Associate Dean Ball at Arts Faculty Council on October 5, 2015.
- The process has also been discussed extensively in each 2015-2016 Arts Teaching and Learning Enhancement Committee and at the Associate Chairs (Undergraduate) 2015-2016 meetings.
- Roundtable sessions have taken place with the Undergraduate Student Services staff to address the possible administrative impacts of different changes to the BA common requirements.
 - In addition, the Recruitment and Engagement team have articulated the needs and interests of prospective students.
- The Faculty of Arts: BA Curriculum Renewal Discussion Paper was distributed across the Faculty on January 8, 2016. The proposal was initially discussed at Faculty of Arts Chairs Council on January 20, 2016, and again at Faculty of Arts Chairs Council on February 3, 2016. Associate Dean Ball also presented and discussed the proposal at Arts Executive Council on February 25, 2016.
- A town hall meeting was held on February 5, 2016.
 - More than 100 students, staff, and faculty attended this

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open forum.

- An online form was also circulated prior to the event, inviting feedback about the BA Curriculum Renewal Discussion Paper from those who would not be able to attend the town hall.
- During Winter 2016, Associate Dean Ball presented the BA Curriculum Renewal Discussion Paper at the following Departmental Councils: Anthropology; Art and Design; English and Film Studies; History and Classics; Linguistics; Modern Languages and Cultural Studies; and Philosophy.
- We have developed an open and robust dialogue with Arts students about the renewal process through numerous discussions with our Faculty of Arts Students' Association, OASIS (Organization for Arts Students and Interdisciplinary Studies).
- Associate Dean Ball was invited to participate in a student town hall organized by OASIS on March 8, 2016. All BA students were invited to attend to ask questions and give feedback.
 - The event was well attended and the students' thoughtful observations, along with the complete record of students' contributions, were added to the Faculty's consideration of the BA Curriculum Renewal.
- A survey was distributed on March 10, 2016 (closing March 20, 2016), to gauge students' and faculty members' initial response to the BA Renewal Discussion Paper.
 - The survey garnered nearly 1000 responses, with 831 students and 167 faculty members submitting their opinions. The aggregated results were made available on April 7, 2016. 3
- On April 27, 2016 Associate Dean Ball met with the executive members of OASIS to discuss the results of the surveys.
- Associate Dean Ball met with representatives from the Graduate Student Association (GSA) on May 19, 2016 to explore the impacts the proposed changes to the BA may have on graduate student recruitment and retention.
- A meeting to discuss the BA Renewal Proposal with OASIS was held on September 22, 2016.
- Dean Lesley Cormack moderated a second town hall meeting on September 30, 2016.
 - Once again, more than 100 students, staff, and faculty attended this open forum.
 - A video recording of the town hall can be viewed online.
 - An online form was circulated prior to the event, inviting feedback about the BA Curriculum Renewal Discussion Paper from those who would not be able to attend the town hall.
 - An update on the BA Renewal Proposal process was presented by Associate Dean Ball at Arts Faculty Council on October 3, 2016.

Those who are actively participating:

- Dean Lesley Cormack (History and Classics)
- Acting Dean/Vice-Dean Lise Gotell (Women's and Gender Studies)

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	<ul style="list-style-type: none"> • Acting Vice-Dean Stuart Landon (Economics) • Associate Dean (Graduate) Tom Spalding (Psychology) • Associate Dean (Research) Michael O'Driscoll (English and Film Studies) • Associate Dean (Research) Steve Patten (Political Science) • Associate Dean (Student Programs) Rebecca Nagel (History and Classics) • Associate Dean (Student Programs: Teaching & Learning) Allen Ball (Art and Design) • Senior Officer (Student Programs & Services) Robin A Cowan <p>Formal Governance Path: The proposed changes to the BA Basic Requirements follow the standard governance pathway.</p> <ul style="list-style-type: none"> • Within the Faculty of Arts, changes were reviewed and unanimously approved by <ul style="list-style-type: none"> ○ Academic Affairs Committee (AAC) on October 26, 2016, and ○ Arts Executive Committee (AEC) on November 3, 2016. • And passed by Arts Faculty Council (AFC) on November 24, 2016. <p>These changes will affect calendar section entries for the Bachelor of Arts (BA), BA Honors Program Requirements, and the After Degree Programs</p>
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Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p>BUILD</p> <ul style="list-style-type: none"> • This BA renewal proposal forms a critical part of a broader effort by the Faculty of Arts to offer a truly outstanding BA program that will attract and retain the very best and brightest students from Alberta, Canada, and the world. <p>EXPERIENCE</p> <ul style="list-style-type: none"> • The revised BA will provide space for students to engage in one or more of the variety of exceptional experiential learning opportunities, whether it be research, study abroad, community-service learning, or work experience. <p>EXCEL</p> <ul style="list-style-type: none"> • We believe that the proposed BA redesign will make the Faculty of Arts attractive to students across Canada, creating room for distinction and distinctiveness in teaching, learning, research, and service, since the redesign allows departments to refocus course offerings in areas of excellence and interest to students. <p>ENGAGE</p> <ul style="list-style-type: none"> • Faculty emphasis is on community engagement. The revised BA allows us to expand opportunities for students within their degree programs to reach broader and more diverse community partners while deepening ties to current partners. (for example, allowing more room for students to engage in work experience,
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	<p>community service-learning, international learning experiences, and research with their instructors in the community).</p> <p>SUSTAIN</p> <ul style="list-style-type: none"> • The revised BA maintains breadth and depth in study, while allowing Departments the opportunity redirect teaching resources to areas of excellence. • The proposed requirements facilitate more straightforward transition for students transferring to Arts from other programs at the University of Alberta and other post-secondary institutions than is currently possible. • A flexible Arts degree means that our students will easily be able to accommodate any mandated Faculty or University-wide Indigenous studies requirement in their degrees, should this requirement be embraced institutionally.
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<ol style="list-style-type: none"> 1. Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). 2. PSLA: GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning (Section 26(1)(o)). GFC delegates its power to recommend to the Board on the budget and on new or revised academic programs to the GFC Academic Planning Committee (APC). 3. PSLA: The PSLA gives Faculty Councils the authority to “determine the programs of study for which the faculty is established” (Section 29(1)(a)); to “provide for the admission of students to the faculty” (Section 29(1)(c)); and to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)). 4. GFC Policy Manual - Section 37.1 Approval of New Courses; Challenging Procedures; Changes to Existing Programs; Discontinuance of Service Course [...] E. Changes to Existing Undergraduate Programs <ol style="list-style-type: none"> 1. Faculty Councils shall approve program changes and submit them to the Secretary to GFC. 2. The Secretary to GFC shall then: <ol style="list-style-type: none"> a. Circulate the changes in accordance with procedures governing course changes. Challenges should be lodged with the Secretary to GFC, who shall notify the Registrar and the Provost and Vice-President (Academic) of any challenge. Changes to existing programs may not be implemented until a challenge is resolved, and, b. Forward program changes to the Provost and Vice-President (Academic), who will discuss them with Deans of affected or interested

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	<p>Faculties and the Chair of the GFC Academic Standards Committee, where the Provost and Vice-President perceives this to be necessary or useful. (GFC 29 SEP 2003)</p> <p>3. Any challenge to a program change arising from step 2(a) shall be coordinated by the Secretary to GFC, in consultation with the Provost and Vice-President (Academic), who together will ensure that Faculties are subject to only one negotiation procedure and approval route. (GFC 29 SEP 2003)</p> <p>4. Any concerns of another Dean or Deans or of the Provost and Vice-President (Academic), arising from step 2(b), shall be discussed with the Dean of the originating Faculty, who may, if the Dean sees fit, recommend to his/her Faculty Council a revision of the changes.</p> <p>a. If the proposed changes are not accepted by the Deans and the Provost and Vice-President (Academic) the changes, together with supporting and opposing statements, will be considered by APC and submitted to the Executive Committee of GFC, which shall hear representations from the Deans and/or the Provost and Vice-President (Academic), and shall then approve or reject the proposed changes.</p> <p>b. Any Dean may appeal the decision of GFC Executive to GFC itself.”</p>
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Attachments (each to be numbered 1 - 3)

1. Proposed Calendar changes (12 pages)
2. Faculty of Arts: BA Curriculum Renewal Proposal (November 2016 – 11 pages)
3. Appendices (95 pages)

Prepared by: Allen Ball, Associate Dean (Student Programs: Teaching & Learning), atball@ualberta.ca

PROGRAM CHANGES

Normal Implementation Effective 2018-19
Arts Academic Affairs – October 26, 2016
Arts Executive Committee – November 3, 2016
Arts Faculty Council – November 24, 2016

Bachelor of Arts	
<p>Bachelor of Arts (BA)</p> <hr/> <p>★120 required</p> <p>This degree is designed to provide students with a diversified education and specialization in at least one subject. Students must complete either a major and a minor, or a double major. Also see below for Major and Minor Requirements.</p>	<p>Bachelor of Arts (BA)</p> <hr/> <p>★120 required</p> <p>This degree is designed to provide students with a diversified education and specialization in at least one subject (the major). Students must declare one major, and students may declare a second major and/or one or more minors. Also see below for major and minor requirements. No more than *48 at the senior level applicable to any one major is permitted, whether or not a major in that discipline has been declared.</p>
<p>Residence Requirement:</p> <p>In the ★120 to complete the degree, the following must be included:</p> <ol style="list-style-type: none"> 1. a minimum of ★63 offered by the Faculty of Arts; 2. ★60 must be successfully completed at the University of Alberta; 3. a minimum of ★30 must be taken while registered in the Faculty of Arts; and 4. a minimum of ★6 selected from courses offered by the Faculty of Science or used by the Faculty of Science as Science courses (see Details of Courses for appropriate subjects). 5. a minimum of ★15 at the senior level applied to the major and a minimum of ★6 at the senior level applied to the minor must be completed with courses offered by the Faculty of Arts at the University of Alberta (except Science minors, see below). 	<p>Residence Requirement:</p> <p>In the ★120 to complete the degree, the following must be included:</p> <ol style="list-style-type: none"> 1. a minimum of ★63 offered by the Faculty of Arts; 2. ★60 successfully completed at the University of Alberta; 3. a minimum of ★30 taken while registered in the Faculty of Arts; and 4. ★6 in non-Arts disciplines offered by Faculties other than Arts 5. a minimum of ★15 at the senior level applied to the major and a minimum of ★6 at the senior level applied to any minor must be completed with courses offered by the Faculty of Arts at the University of Alberta (except Science minors, see below).
<p>Course Load Requirements:</p> <p>Students will normally complete ★30 in each Fall/Winter period and complete the program in four academic calendar years.</p>	<p>Course Load Requirements:</p> <p>Students may complete ★30 in each Fall/Winter period and complete the program in four academic calendar years.</p>
<p>Program Requirements:</p> <p>The BA degree requires students to successfully</p>	<p>Program Requirements:</p> <p>The BA degree requires students to successfully</p>

complete ★120 including the following:

- **Basic Requirements (★36)**
- A major subject of concentration ~~and a minor subject of concentration~~, or two major subjects of concentration. ~~Students who declare a double major are not permitted to declare a minor.~~

1- **First Year:** Each year consists of ★30 credited to the program. ~~Within the first ★30, students should complete courses from the basic program requirements.~~ The Faculty recommends that junior (100-) level courses be taken in the first year; and that the English/Writing requirement be completed within the first ★60.

Students should enrol, if possible, in a course in the **Major Subject(s)** in first year. Students are also encouraged to obtain required prerequisite courses early in the program. Students in the BA degree should seek advice and program approval from the Advisor in the Department of their major concentration or if appropriate, the Interdisciplinary Program advisor.

2- **Basic Requirements:** (See [Arts Chart 1.](#))

The **Basic Requirements (★36)** are designed to give the foundation ~~of a liberal Arts education.~~ It is strongly advised that students complete the **following** requirements in the first two years of their programs.

Note: ~~No one course may meet more than one of the basic requirements.~~ Senior-level courses in the area of major or minor which meet a **basic** requirement must also be counted toward the major or minor requirements.

3- **Major:** ~~Students must declare either a single or a double major. Students who declare a single major must also complete a minor. Students who declare a double major are not permitted to declare a minor.~~ See [Programs and Certificates](#) for a list of subjects which may be declared as majors in the BA.

~~Each~~ major must include a minimum of ★30 to a maximum of ★48 at the senior level (i.e., additional courses in the major may not be taken as options). At least ★6 must be at the 400-level; some departments may require specific courses and/or more than the specified Faculty minimums. Where ~~a double major is~~ declared, the same Faculty minimums and maximums apply in both majors. See [below](#) for specific requirements by subject. A minimum of ★15 at the senior level toward the major must be completed with coursework offered by the Faculty of Arts at the University of Alberta. Senior-level courses in the major subject(s) taken as part of the **basic program** requirements must also

complete ★120 including the following:

- **Common Requirements (★15), see Arts Chart 1**
- A major subject of concentration. **No minor is required, but students may declare a second major and/or one or more minors.**

1. **First Year:** Each year consists of ★30 credited to the program. The Faculty recommends that junior (100-) level courses be taken in the first year; and that the English/Writing requirement be completed within the first ★60.

Students should enrol, if possible, in a course in the major subject(s) in first year. Students are also encouraged to obtain required prerequisite courses early in the program. Students in the BA degree should seek advice and program approval from the Advisor in the Department of their major concentration or, if appropriate, the Interdisciplinary Program advisor.

2. **Common Requirements:** (See [Arts Chart 1.](#))

The **Common Requirements (★15)** are designed to give the foundation for a Bachelor of Arts. It is strongly advised that students complete the Common Requirements in the first two years of their programs.

Note: Senior-level courses in the area of **any** major or **any** minor which meet a **Common Requirement** must also be counted toward the major or minor requirements.

3. **Major:** **Students must declare one major, and students may declare a second major and/or one or more minors.** See [Programs and Certificates](#) for a list of subjects which may be declared as majors in the BA.

Any major must include a minimum of ★30 to a maximum of ★48 at the senior level (i.e., additional courses in the major may not be taken as options). At least ★6 must be at the 400-level; some departments may require specific courses and/or more than the specified Faculty minimums. Where **two** majors **are** declared, the same Faculty minimums and maximums apply in both majors. See [below](#) for specific requirements by subject. A minimum of ★15 at the senior level toward the major must be completed with coursework offered by the Faculty of Arts at the University of Alberta. Senior-level courses in the major subject(s) taken as part of the **Common R** requirements must also count

count toward the major(s). Students must declare their major(s) to the Undergraduate Student Services Office following the accumulation of the 60th unit of course weight of their BA program, though it is to a student's advantage to declare the major(s) as soon as possible.

4. **Minor:** Students who have declared a single major must also declare a minor. See [Programs and Certificates](#) for a list of subjects which may be declared as minors in the BA. A minor must include a minimum of ★12 to a maximum of ★42 at the senior level in an approved subject outside the single major. At least ★6 must be at the 300- or 400-level as specified by the department; some departments require specific courses and/or more than the specified Faculty minimums. See [below](#) for specific requirements by subject. The maximum units of course weight may not be exceeded (i.e., additional courses in the minor may not be taken as options). For Arts minors, a minimum of ★6 at the senior level must be satisfied with coursework offered by the Faculty of Arts at the University of Alberta and for Science minors, a minimum of ★9 at the senior level must be satisfied with course work offered by the Faculty of Science at the University of Alberta. Senior-level courses in the minor, taken as part of the basic program requirements must also be counted toward the minor. Students who declare a double major are not permitted to also declare a minor. In addition to the Arts and Science disciplines noted in [Programs and Certificates](#) (including MATH, PSYCO and STAT), students may also select a minor from the Faculty of Science from the list below. Students must meet the minor requirements of the Faculty of Arts as well as those of the Faculty of Science, which include requirements for specific courses [see [Minors](#)] therefore, the requirements are a minimum of ★24 to a maximum of ★36 in the minor subject(s), including no more than ★12 at the junior level and at least ★6 at the 300-level or higher. A Science minor consists of Science courses taken from one of the following areas:
- Biological Sciences (see [Minors](#) for specific requirements)
 - Chemistry (see [Minors](#) for specific requirements)
 - Computing Science (see [Minors](#) for specific requirements)
 - Earth and Atmospheric Sciences (see [Minors](#) for specific requirements)
 - Mathematics (see [Minors](#) for specific requirements)

toward the major(s). Students must declare their major(s) to the Undergraduate Student Services Office following the accumulation of the 60th unit of course weight of their BA program, though it is to a student's advantage to declare the major(s) as soon as possible. See [Declaration or Change of Major/Minor in the Forms for Students cabinet](#).

4. **Minor:** Students may declare one or more minors. See [Programs and Certificates](#) for a list of subjects which may be declared as minors in the BA. A minor must include a minimum of ★12 to a maximum of ★42 at the senior level in an approved subject outside any major. Additional courses in a minor may not be taken as options. At least ★6 must be at the 300- or 400-level as specified by the department; some disciplines require specific courses and/or more than the specified Faculty minimums. See [below](#) for specific requirements by subject. For Arts minors, a minimum of ★6 at the senior level must be satisfied with coursework offered by the Faculty of Arts at the University of Alberta. For Science minors, a minimum of ★9 at the senior level must be satisfied with course work offered by the Faculty of Science at the University of Alberta. Senior-level courses in the minor taken as part of the Common Requirements must also be counted toward the minor. In addition to the Arts and Science disciplines noted in [Programs and Certificates](#) (including MATH, PSYCO and STAT), students may also select a minor from the Faculty of Science from the list below. Students must meet the minor requirements of the Faculty of Arts as well as those of the Faculty of Science, which include requirements for specific courses [see [Minors](#)]. The requirements are a minimum of ★24 to a maximum of ★36 in the minor subject(s), including no more than ★12 at the junior level and at least ★6 at the 300-level or higher. A Science minor consists of Science courses taken from one of the following areas:
- Biological Sciences (see [Minors](#) for specific requirements)
 - Chemistry (see [Minors](#) for specific requirements)
 - Computing Science (see [Minors](#) for specific requirements)
 - Earth and Atmospheric Sciences (see [Minors](#) for specific requirements)
 - Mathematics (see [Minors](#) for specific requirements)
 - Physical Sciences (see [Minors](#) for specific requirements)
 - Physics (see [Minors](#) for specific requirements)
 - Statistics (see [Minors for specific requirements](#))

Students taking a Science minor are not permitted to

- f. Physical Sciences (see [Minors](#) for specific requirements)
- g. Physics (see [Minors](#) for specific requirements)
- h. Statistics

Students taking a Science minor are not permitted to complete a minor in the same department as their major.

5. **Cross-Listed Courses:** Courses listed in more than one major/minor are known as cross-listed courses.

The use of cross-listed courses is especially common in interdisciplinary programs (East Asian Studies; Film Studies; International Studies; Native Studies; Science Technology and Society; Women's and Gender Studies), but is becoming increasingly common in other areas also (e.g. Religious Studies). Unless otherwise notified by the student, the Undergraduate Student Services Office will apply cross-listed courses to the specific subject discipline. For example, a CLASS course cross-listed with Religious Studies will apply to the Classics major or minor unless the student has advised the Undergraduate Student Services Office in writing that it should apply to the Religious Studies portion of the student's program. When students ask that a cross-listed course be applied to their other subject of concentration, that course will then be applied to the minimums and maximums for that other subject.

For further details on cross-listed courses, see the entries for interdisciplinary programs [below](#).

6. **Junior Courses:** Maximum of ★48 at the junior level [are](#) permitted for credit to the program. Students should complete ★30 at the junior level before registering in senior-level courses.

7. **Combined Major in French and Spanish:** Apart from the option to declare a double-major in French and Spanish [with no minor](#) [see [above](#)], students may opt to take these two related languages [which can be combined as their major subject](#); a valid minor subject is still required when this option is selected. The following conditions apply:

- a. Students selecting a combined language major should take two languages other than English in the first year, deferring any other basic requirement except the Junior ENGL to do so.

- b. Students majoring in two languages other than English must take a minimum of ★12 at the senior level in each language and normally must include a minimum of ★3 in each language at the 400-level. In all other

complete a minor in the same department as their major.

5. Course Maximum: No more than ★48 at the senior level applicable to any one major is permitted, whether or not a major in that discipline has been declared.

6. **Cross-Listed Courses:** Courses listed in more than one major/minor are known as cross-listed courses.

Unless otherwise notified by the student, the Undergraduate Student Services Office will apply cross-listed courses to the specific subject discipline. For example, a CLASS course cross-listed with Religious Studies will apply to the Classics major or minor unless the student has advised the Undergraduate Student Services Office in writing that it should apply to the Religious Studies portion of the student's program. When students ask that a cross-listed course be applied to their other subject of concentration, that course will then be applied to the minimums and maximums for that other subject.

For further details on cross-listed courses, see the entries for interdisciplinary programs [below](#).

7. **Junior Courses:** A maximum of ★48 at the junior level [is](#) permitted for credit to the program. Students should complete ★30 at the junior level before registering in senior-level courses.

8. **Combined Major in French and Spanish:** Apart from the option to declare [two](#) major(s) in French and Spanish [see [above](#)], students may opt to take these two related languages as [one](#) major. [Students with a combined major in French and Spanish](#) must take a minimum of ★12 at the senior level in each language and normally must include a minimum of ★3 in each language at the 400-level. In all other respects, the requirements for a major in [the above section](#) apply.

9. **Non-Arts or Non-Science Options:** A maximum of ★18 may be taken outside the Faculties of Arts and Science as long as the courses do not duplicate courses already offered by these two Faculties. Courses offered by the Faculty of Native Studies will be counted as Arts courses [see [Options](#) and [Native Studies \(Faculty of Native Studies\)](#)]. See also [Registration Information 6](#), for a list of courses from the Faculty of Agricultural, Life and Environmental Sciences that are applied as Faculty of Arts courses.

10. **Interdisciplinary Programs and Courses:** Many programs housed within Departments in the Faculty of Arts have important interdisciplinary components; some are primarily interdisciplinary in orientation. The Office of Interdisciplinary Studies oversees programs that draw on courses from multiple Departments. These include the Individualized Major and Minor (see [Individualized Study](#)), as well as programs in International Studies, Religious Studies, Science,

respects, the requirements for a major in [the above section](#) apply.

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9. **Interdisciplinary Programs and Courses:** Many programs housed within Departments in the Faculty of Arts have important interdisciplinary components; some are primarily interdisciplinary in orientation. The Office of Interdisciplinary Studies oversees programs that draw on courses from multiple Departments. These include the Individualized Major and Minor (see [Individualized Study](#)), as well as programs in International Studies, Religious Studies, Science, Technology and Society Studies, and the MA in Humanities Computing that are described elsewhere in this calendar.

The Office of Interdisciplinary Studies is also responsible for certain interdisciplinary (INT D) courses. Information about these courses and programs is available from the Faculty of Arts Office for Interdisciplinary Studies.

Unless otherwise indicated in the course description, an INT D course may be applied toward either the major or the minor if it appears under the department's course listings in [Course Listings](#).

10. **Community Service-Learning courses:** A number of courses in departments and programs across the Faculty of Arts offer community engagement as an option or requirement. Students in Community Service-Learning (CSL) courses take part in community-based experiences that link to course content.

The CSL program offers its own CSL designated courses (see [Course Listings](#)) and a certificate (see [Certificate in Community Engagement and Service-Learning \[Arts\]](#)).

For further information see the CSL website www.csl.ualberta.ca

No Further Changes Until

Technology and Society Studies, and the MA in Humanities Computing that are described elsewhere in this calendar.

The Office of Interdisciplinary Studies is also responsible for certain interdisciplinary (INT D) courses. Information about these courses and programs is available from the Faculty of Arts Office for Interdisciplinary Studies.

Unless otherwise indicated in the course description, an INT D course may be applied toward either the major or the minor if it appears under the department's course listings in [Course Listings](#).

11. **Community Service-Learning courses:** A number of courses in departments and programs across the Faculty of Arts offer community engagement as an option or requirement. Students in Community Service-Learning (CSL) courses take part in community-based experiences that link to course content.

The CSL program offers its own CSL designated courses (see [Course Listings](#)) and a certificate (see [Certificate in Community Engagement and Service-Learning \[Arts\]](#)).

For further information see the CSL website www.csl.ualberta.ca

No Further Changes Until

Arts Chart 1: **Basic** Requirements

Arts Chart 1: **Common** Requirements

Note: No one course may meet more than one of the basic requirements listed below

<p>Junior English (ENGL)/Writing Studies (WRS) (★6)</p> <hr/> <p>★6 from the following:</p> <p>★6 100-level ENGL OR ★3 100-level ENGL AND ★3 100-level WRS.</p> <p>Please note that the number of spaces available in WRS in any given year is limited.</p> <p>Required ENGL are literature-based</p> <p>Students who have been granted advanced placement in English may substitute any ★6 at the 200-level or higher in ENGL for the basic requirement.</p> <p>Economics majors in the BA or BA Honors program may apply ECON 110 toward this requirement. Registration in ECON 110 is restricted to Economics majors and the number of spaces available in any given year is limited.</p>	<p>Junior English (ENGL)/Writing Studies (WRS) (★3)</p> <hr/> <p>★3 100-level ENGL OR ★3 100-level WRS.</p> <p>Please note that the number of spaces available in WRS in any given year is limited.</p> <p>Students who have been granted advanced placement in English may substitute any ★3 at the 200-level or higher in ENGL for the Common Requirement.</p> <p>Economics majors in the BA or BA Honors program may apply ECON 110 toward this requirement. Registration in ECON 110 is restricted to Economics majors and the number of spaces available in any given year is limited.</p>
<p>One Language Other than English (LOE) (★6)</p> <hr/> <p>Junior or Senior level To develop, or improve a student's facility in a Language Other than English</p> <p>The core program requirement of a Language other than English consists of ★6 at the 100-level or above in one LOE. Students who decide to take an LOE in which they matriculated must take courses numbered 150 or above as they will not be given credit for courses numbered 100–149 in that language; these are for beginners only.</p> <p>Language courses which do not offer as their goal the acquisition of a Language other than English, e.g., those dealing with literature in translation, will not fulfill the LOE requirement. Consult Course Listings, Course Listings, for full course descriptions.</p> <p>Students who have completed their secondary education in a LOE will be permitted to take ★6 option in lieu of the LOE core. Students with prior LOE background who wish further study in that LOE must be placed at the appropriate level or credit will be withheld. Records for these applicants will be reviewed and assessed by the Undergraduate Student Services Office. Students who have facility in a LOE but who cannot provide official transcripts should contact the relevant LOE department for advice about obtaining a waiver for the LOE requirement.</p>	<p>One Language Other than English (LOE) (★6)</p> <p>The Common Requirement of a Language other than English consists of ★6 at the 100-level or above in one LOE.</p> <p>Language courses which do not offer as their goal the acquisition of a Language other than English, e.g., those dealing with literature in translation, will not fulfill the LOE requirement. Consult Course Listings for full course descriptions.</p> <p>The LOE requirement will be waived for students who have</p> <ul style="list-style-type: none"> a) successfully completed a Language Other than English at the 30-level (or equivalent), or b) been required to take an English Language Proficiency test for admission <p>Students must satisfy departmental placement requirements for any Language Other than English or credit will be withheld.</p>
	<p>★6 from Non-Arts Discipline(s) Students must complete *6 in courses offered by Faculties other than Arts. The courses can be in different disciplines, and/or from different Faculties. Some courses offered by other Faculties and</p>

programs are classified as "Arts" Courses for the purpose of the program and do not meet this requirement:

- Faculty of Native Studies
- Arts Disciplines from Augustana Faculty and Campus St Jean
- Approved cross-listed courses from ALES (see [Registration Information 6](#) for list)

★6 in the Study of Science

The Study of Science requirement will introduce students to scientific study and foster their appreciation of how scientists approach their subjects.

Students must select ★6 from courses offered by the Faculty of Science or recognized by the Faculty of Science as Science courses (see [Details of Courses](#))

★18 Breadth and Diversity

To acquaint students with and offer them a basic awareness of the variety of disciplines practised throughout the Faculty of Arts. Students must select ★6 (junior or senior level) from each of the Groups listed below:

Group One:

Courses from Departments and Programs emphasizing the study of the creative process in the arts. Students must take ★6 from the following subject(s)

Art and Design (ART; ART H; DES)

Drama (DRAMA; T DES)

Music (MUSIC)

Writing (WRITE)

Group Two:

Courses from Departments and Programs emphasizing the study of cultures and cultural products. It may not be fulfilled by language acquisition courses at the 100- and 200-level. Students must take ★6 from the following subject(s):

Christian Theology courses at St Joseph's College (CHRTC) and at St Stephen's College (CHRTP)

Comparative Literature (C LIT)

East Asian Studies (CHINA; EASIA; JAPAN; KOREA)

English and Film Studies (ENGL; FS)

History and Classics (CLASS; GREEK; HIST; LATIN)

Modern Languages and Cultural Studies (FREN;

GERM; ITAL; LA-ST; MLCS; POLSH; PORT; RUSS;

SCAND; SLAV; SPAN; UKR)

Philosophy (PHIL)

Religious Studies (RELIG)

Group Three:

Courses from Departments and Programs emphasizing the study of social systems and interactions. Students must take ★6 from the following subject(s):

Anthropology (ANTHR)

Community Service Learning (CSL)

Earth and Atmospheric Studies (EAS; only those courses designated as Arts courses, i.e., with numbers x9x)

Economics (ECON)

Human Geography Planning (HGP)

Interdisciplinary Undergraduate (INT D)

Linguistics (LING)

Middle Eastern and African Studies (MEAS)

Political Science (POL S)

Psychology (PSYCO; only those courses designated as Arts courses)

Science, Technology and Society (STS)

<p>Sociology (SOC) Women's and Gender Studies (WGS)</p>	
<p>BA Honors Program Requirements</p> <p><i>No Change Until</i></p> <p>Program Requirements</p> <p>The BA Honors degree requires the successful completion of ★120 (or more if specified by the department). In each year, Honors students' programs, and every change of registration, must be approved by the Departmental Advisor signifying the approval of the Department.</p> <p>Basic Requirements common to all Honors Programs: ★6 Junior English, or ★3 Junior English and ★3 WRS 101; ★6 in one Language other than English; ★6 Study of Science; ★6 chosen from Group 1; ★6 chosen from Group 2; and ★6 chosen from Group 3. See Arts Chart 1 for subjects and courses which meet these requirements. No one course may meet more than one basic requirement; however, courses in the major(s) or voluntary minor that meet basic requirements must also be counted toward the major(s) or minor (if declared).</p> <p><i>No Further Changes Until</i></p> <p>Promotion and Graduation</p> <p><i>No Further Changes Until</i></p> <p>5. Students who are not recommended for graduation with Honors at the end of their fourth year (i.e., after successfully completing ★120) may be granted the BA degree if they have successfully completed ★120 including the basic requirements and the required minor subject for the BA (see Bachelor of Arts (BA)). In no case shall more than ★60 in the major subject be counted as part of the required ★120. Students deficient in any respect may be required to take one or more courses.</p>	<p>BA Honors Program Requirements</p> <p><i>No Change Until</i></p> <p>Program Requirements</p> <p>The BA Honors degree requires the successful completion of ★120 (or more if specified by the department). In each year, Honors students' programs, and every change of registration, must be approved by the Departmental Advisor signifying the approval of the Department.</p> <p>Common Requirements for all Honors Programs: ★3 Junior ENGL or WRS; ★6 in one Language other than English; and ★6 from Non-Arts Discipline(s). See Arts Chart 1 for details. Courses in the major subject(s) or voluntary minor(s) that meet Common Requirements must also be counted toward the major subject(s) or minor(s).</p> <p><i>No Further Changes Until</i></p> <p>Promotion and Graduation</p> <p><i>No Further Changes Until</i></p> <p>5. Students who are not recommended for graduation with Honors at the end of their fourth year (i.e., after successfully completing ★120) may be granted the BA degree if they have successfully completed ★120 including the Common Requirements and the major requirements for the BA (see Bachelor of Arts (BA)). In no case shall more than ★60 in the major subject be counted as part of the required ★120. Students deficient in any respect may be required to take one or more courses.</p>
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held and the BA program sought; however, a minimum of ★60 will always be required. In some cases, more than ★60 may be required depending on the number and applicability of Arts and Science courses completed as part of the first degree.

Notes

1. Any deficiency in a matriculation requirement or a prerequisite to a program requirement must be cleared before admission to the degree program.

~~2. Courses in other Faculties (non-Arts or non-Science options) open to students in the BA program [Non-Arts or Non-Science Options and Non-Arts or Non-Science Options] are not permitted for credit in a BA after a previous degree.~~

3. The major and minor or double major selected for the After Degree program may be in disciplines already included in the first degree if they are approved major or minor subjects [see Programs and Certificates or Minor] and if no more than ★30 at the senior level have already been completed in the discipline(s) in question. Where ★30 or less in the discipline have been completed, those disciplines may be designated as a major, minor, or double major, and it is expected that additional courses will be taken in those subjects to the maximum allowed as part of the After Degree program. Where more than ★30 have already been completed in a discipline, that subject may not be selected as a major, minor or part of a double major for the BA after a previous degree [see point (4) below].

4. A minor from a previous degree may be declared as a major in a BA After Degree program if it is an approved discipline and fewer than ★30 have been completed; however, the major(s) declared must be different than the major(s) completed in the previous degree.

5. Students who wish to pursue additional studies in a discipline which cannot be selected as a major or minor may apply for admission as a Special Student (see Special Students) or to a BA Honors After Degree Program (see Academic Performance for Graduation) if the academic admission requirements for those programs are met. Alternatively, these areas may be pursued as options in a BA After Degree program to the extent possible within the requirements of the program.

No Further Changes Until

BA (Honors) After Another Undergraduate Degree

the degree held and the BA program sought; however, a minimum of ★60 will always be required. In some cases, more than ★60 may be required depending on the number and applicability of courses completed as part of the first degree.

Notes

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2. Any major or minor selected for the After Degree program may be in disciplines already included in the first degree if they are approved major or minor subjects [see Programs and Certificates or Minor] and if no more than ★30 at the senior level have already been completed in the discipline(s) in question. Where ★30 or less in the discipline have been completed, those disciplines may be designated as a major, minor, or double major, and it is expected that additional courses will be taken in those subjects to the maximum allowed as part of the After Degree program. Where more than ★30 have already been completed in a discipline, that subject may not be selected as a major, minor or part of a double major for the BA after a previous degree [see point (3) below].

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No Further Changes Until

BA (Honors) After Another Undergraduate Degree

General Information

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No more than ★48 at the junior level may be recognized and/or credited toward the requirements of the Honors After Degree program. In all cases, minimum admission and promotion requirements must be met (see [Faculty of Arts](#) and [BA \(Honors\)](#)) and departmental recommendation and Faculty approval for admission must be secured. All common program requirements and all specified departmental requirements must be fulfilled, either through courses recognized from the first degree, or through courses taken as part of the After Degree program. For detailed information, applicants should contact the Departmental Honors Advisor concerned and the Faculty of Arts Undergraduate Student Services Office.

Graduation

To qualify for a BA (Honors) After Degree, students must meet the promotion and graduation requirements specified for each Department ([Anthropology](#) to [Women's and Gender Studies](#)). The graduation average will be calculated on all courses credited to the After Degree program, as well as those courses recognized from the first degree which fulfil program requirements. An Honors After Degree may be awarded with "First-Class Honors" if an average of at least 3.7 is achieved on all courses beyond the junior level in the subject of concentration (including those completed as part of the first degree as well as those credited to the After Degree program), and if an overall average of at least 3.5 is achieved on all courses credited to the After Degree program.

Notes

1. Any deficiency in a matriculation requirement or a prerequisite to a program requirement must be cleared before admission to the Honors program.
2. ~~Courses outside the Faculties of Arts or Science are not normally permitted in a BA Honors after a previous degree.~~
3. The major subject of concentration may be the same as in the first degree if it is an Arts subject. Where a department has indicated a maximum total units of course weight permitted in the major, courses in that subject taken as part of the first degree will be included. However, depending on the remaining program requirements, not all courses in the major subject will necessarily be recognized from the

required. In some cases, more than ★60 may be required depending on the number and applicability of courses completed as part of the first degree.

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Notes

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Faculty of Arts: BA Curriculum Renewal Proposal

November 2016

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Introduction to the BA Curriculum Renewal Proposal

The current structure of the University of Alberta Bachelor of Arts (BA) Basic Requirements has been in place since the 2006 – 2007 academic year.¹ In November 2011, Arts Faculty Council approved a five year Academic Plan² that included a systematic review of the BA general requirements. Associate Dean (Teaching and Learning) Mickey Adolphson was initially assigned to chair the BA Curriculum Review; and, in July 2015, Dean of Arts Lesley Cormack asked Associate Dean (Student Programs: Teaching and Learning) Allen Ball to continue this process as the BA Curriculum Renewal.

The ensuing consultation process has led to this final version of the BA Renewal Proposal. To bring clarity to this document, two sections from the original draft proposal have been moved to the appendices: History of the BA Curriculum Review Process is now located in Appendix A; and Ongoing BA Curriculum Renewal Consultation Process is now located in Appendix B.

The goal of the BA Curriculum Renewal is to develop a simpler, less prescriptive, and a sustainable BA program that provides Arts students with an exemplary undergraduate degree, while maintaining, at its heart, a liberal arts philosophy that is contextualized within our large-scale research intensive university. A renewed BA at the University of Alberta must be flexible enough to accommodate the exceptional breadth and depth in programming offered in the Faculty of Arts. This renewed BA must also continue to enable a broad range of pedagogical methods, from traditional instructional strategies to community-engaged experiential learning, while retaining our rigorous academic standards.

Current Context for the BA Curriculum Renewal Process

A number of factors inform the current institutional, provincial, and national contexts in which the BA Curriculum Renewal occurs. First, in June 2015, the Government of Alberta introduced Bill 3, the Appropriation (Interim Supply) Act. Bill 3 reversed cuts made by the previous provincial administration (including a 1.4 percent reduction to post-secondary funding), increased base funding for post-secondary institutions by two percent, cancelled market modifiers that had previously been approved for 25 programs in Alberta, and restored apprenticeship and targeted enrolment funding. As well, the Bill implemented a two-year freeze on tuition and mandatory non-instructional fees for post-secondary students in both the 2015-16 and 2016-17 academic years.³ In Fall 2015, the Government also began a review of the overall

¹ University of Alberta. “Arts – Chart 1: Basic Requirements.” *University of Alberta Calendar 2016-2017*, <http://www.registrar.ualberta.ca/calendar/Undergrad/Arts/chart1.html>. Accessed 18 Oct. 2016.

² University of Alberta Faculty of Arts. “Academic Plan.” *University of Alberta Faculty of Arts*, <https://www.ualberta.ca/arts/about/academic-plan>. Accessed 18 Oct. 2016.

³ Alberta Advanced Education. “Tuition and Fees Frozen, Stable Funding for Alberta Post-secondary.” *Alberta Advanced Education*, 18 Jun. 2015, <http://iae.alberta.ca/ministry/news/2015/tuition-and-fees-frozen.aspx>. Accessed 18 Oct. 2016.

funding model for Campus Alberta.⁴ Given the uncertain financial future, the current period of relative stability gives the Faculty of Arts the opportunity to re-envision its BA program to better meet the goal of offering a competitive program that attracts excellent students. If the Arts BA program is re-worked now to meet our goals, the Faculty will be better positioned to face future challenges and to take advantage of emergent opportunities.

Within our institution, central administrative units are also planning for substantive change. On May 30, 2016, General Faculties Council recommended approval of the University of Alberta's new institutional strategic plan (ISP) "For the Public Good" (Au Service de l'intérêt public), which was ratified by the Board of Governors on June 17, 2016.⁵ The strategic goals of the ISP are as follows:

In For the Public Good—our institutional strategic plan for the coming decade—we embrace and affirm our vision to inspire the human spirit through outstanding achievements in learning, discovery, and citizenship in a creative community, building one of the world's great universities for the public good.

We forge ahead, motivated and supported by the University of Alberta's 108-year history of leadership, achievement, and public service. Inspired by this plan, we will strive to achieve the following strategic goals:

BUILD a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world.

EXPERIENCE diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.

EXCEL as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.

ENGAGE communities across campuses, city and region, province, nation, and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.

SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.

⁴ Government of Alberta. "Tuition and Fees Freeze Begins for Post-secondary Students." *Government of Alberta, Announcements*, 8 Sep. 2015, <http://alberta.ca/release.cfm?xID=38498C947FED3-E72C-6CA8-6297F33D57AD6D0D>. Accessed 18 Oct. 2016.

⁵ University of Alberta. "Institutional Strategic Plan: For the Public Good." University of Alberta. July 2016, <https://d1pbog36rugm0t.cloudfront.net/-/media/isp/final-doc/12885institutionalstrategicplan33final.pdf>. Accessed 18 Oct. 2016.

In pursuit of these shared goals, the University of Alberta will deepen our dedication to excellence and extend our record of public leadership, playing a lead role in building a better province, a better Canada, and a better world.⁶

Also, the “Undergraduate Out-of-Province National Recruitment Strategy Discussion Paper,” recently released internally by the University of Alberta Office of the Registrar, lays the groundwork for a coordinated approach to the recruitment challenges facing the University of Alberta. As outlined in the introduction to the “Discussion Paper”:

the environment within which we recruit students has been changing as a result of provincial and national trends. Post-secondary participation rates within the province are comparatively low [Alberta Innovation and Advanced Education], the number of degree-granting institutions in Alberta has increased [Canadian Association of University Teachers Bulletin], and national demographics have shifted [Statistics Canada]. These factors have combined to result in a smaller pool of potential undergraduate students nationally, prompting increasing and aggressive recruitment of Alberta students by other out-of-province institutions.⁷

As a backdrop to the BA Curriculum Renewal, a number of significant demographic shifts have emerged since the introduction of the current BA structure in the 2006-2007 academic year. From 2006 to 2016, the population of the Edmonton Metropolitan area increased by 26.9% (see Appendix C), while Faculty of Arts undergraduate enrollment declined by 5.5% (see Appendix D). Although the general population (and local pool of potential applicants) has increased significantly, the Faculty of Arts has seen a decrease in enrolled students. This negative trend is further complicated by the fact that, in the 2006-2007 academic year, international students accounted for 5.4% of Arts undergraduates whereas they comprise over 21.5% of Arts undergraduates in 2016-2017 (see Appendix E). In 2016-17, there are 850 fewer domestic undergraduate students enrolled annually in the Faculty of Arts than there were in 2006-2007.

Although it is impossible to know or weigh all the potential factors causing enrollments to fall or to account for the significant decrease in domestic students, the number of peer institutions offering liberal arts education in the Edmonton region suggest a strong demand locally for arts education. For instance, MacEwan University and King’s University became BA degree-granting institutions in 2004.

While it is clear from the BA Curriculum Renewal consultation process that the Faculty of Arts believes strongly in sustaining a liberal arts model, we must respond to the growing pressure to articulate the value of our BA degree effectively in this new educational environment, as well as to communicate its benefits and outcomes clearly to students, parents, employers, and government. In light of these demographic shifts and the increasingly competitive environment

⁶ University of Alberta. “Institutional Strategic Plan: For the Public Good.” University of Alberta. July 2016, <https://d1pbog36rugm0t.cloudfront.net/-/media/isp/final-doc/12885institutionalstrategicplan33final.pdf>. Accessed 18 Oct. 2016. P. 5.

⁷ University of Alberta Office of the Registrar. “Undergraduate Out-of Province National Recruitment Strategy Discussion Paper” [Unpublished], November 2016. P. 2.

for post-secondary students, it is critical that the Faculty of Arts craft a distinct, well-designed BA with desirable programs if expanded recruitment efforts are to be successful.

Current and Proposed BA Basic Requirements

The current Faculty of Arts Bachelor of Arts (BA) Basic Requirements are as follows⁸:

Arts Requirements (*36)	Courses
ENGL/WRS *6	*6 100-level ENGL or *3 ENGL and *3 WRS at the 100-level
LOE *6	*6 in one language other than English
Science *6	Courses offered by the Faculty of Science
Breadth and Diversity *18	<p>a) *6 Group 1 - creative arts (ART, ART H, DES, DRAMA, T. DES, MUSIC, WRITE)</p> <p>b) *6 Group 2 – study of cultures (CHINA, CHRTC, CHRTP, CLASS, C LIT, EASIA, ENGL, FREN, FS, GERM, GREEK, HIST, ITAL, JAPAN, KOREA, LA ST, MLCS, PHIL, POLISH, PORT, RELIG, RUSS, SCAND, SLAV, SPAN)</p> <p>c) *6 Group 3 – social systems (ANTHR, CSL, EAS (Arts courses only), ECON, HGP, INT D, LING, MEAS, POL S, PSYCO (Arts courses only), STS, SOC, WGS)</p>

The current BA Basic Requirements are based on a distribution model that grounds a traditional liberal arts education in a breadth of disciplines and methodologies. On the one hand, in principle, the distribution model enforces breadth of study in students’ degree programs. On the other hand, it is not clear how these requirements relate to the many and diverse types of Arts majors, or how they benefit students during and after their degrees. The weakest aspect to this model is that the basic requirements rarely align with courses taken as part of a student’s declared major nor do they connect with one another. Furthermore, the pedagogical value of these particular basic requirements has not been clearly linked to our research-intensive institutional focus.

A variety of approaches to the structuring of BA programs are employed in Canadian universities, along with a broad threshold of basic credit requirements among the top 20-ranked Canadian universities (see Appendix F). The lowest number of BA program basic requirement credits is in the Faculty of Arts at the University of Calgary, which since 2010, requires only *6 credits from the Faculty of Science, with all other requirements determined by departments or programs offering majors. By contrast, students in BA programs within the University of Alberta Faculty of Arts face the highest number of basic requirements among the top 20 comparable Canadian programs, with *36 basic course credits needed to graduate.

⁸ University of Alberta. “Arts – Chart 1: Basic Requirements.” *University of Alberta Calendar 2016-2017*, <http://www.registrar.ualberta.ca/calendar/Undergrad/Arts/chart1.html>. Accessed 18 Oct. 2016.

Having the highest number of BA basic requirements among top Canadian institutions produces a number of challenges for our Faculty. First, the high number of requirements is dissuading high school students from choosing our program for their post-secondary education; they now have other more attractive and less complex options locally, provincially, and nationally.⁹ The current requirements also make transferring into the Faculty of Arts difficult and potentially unattractive to prospective students from colleges, other University of Alberta programs, and other universities.¹⁰ As well, the Faculty of Arts encompasses a wide variety of disciplines; but, the high number of basic requirements neutralizes this diversity in programming by imposing similarity across majors and ignoring distinct disciplinary differences. In short, other institutions provide more flexibility to students; and, students increasingly opt for the program flexibility accessible at other institutions. Our current program does not represent or maximize the value of our diverse offerings. We are losing students to more attractive and easier-to-navigate programs offered elsewhere, even though we provide comparable or superior course offerings.

The Faculty of Arts Dean's Office has engaged and consulted widely over the course of the BA Curriculum Renewal process, hearing from key campus partners and stakeholders, including students, faculty, contract instructors, staff, and alumni. Our BA Renewal Surveys generated over 800 student responses¹¹ and nearly 150 faculty responses.¹² In addition, we collected over 370 written responses to the original discussion paper from a variety of different forums. The revised recommendations detailed below are drawn directly from the input received during this comprehensive consultation process.

To enhance our competitiveness among peer institutions and strengthen the quality and flexibility of our BA degree, the Faculty of Arts proposes these basic requirements for the University of Alberta Bachelor of Arts:

- *120
 - The 120 credit minimum remains unchanged.
- one major (*30-*48 maximum at the senior level)
 - The major credit threshold remains unchanged.

⁹ University of Alberta Office of the Registrar. "Acceptance Decline Survey- Final Report November 2015" [unpublished]. Survey written, administered, and analyzed by Academica Group. Nov. 2015.

¹⁰ University of Alberta Office of the Registrar. "Incoming Student Survey- Final Report December 2015" [unpublished]. Survey written, administered, and analyzed by Academica Group. Dec. 2015.

¹¹ University of Alberta Faculty of Arts. "BA Renewal: Student Survey Results." *University of Alberta Faculty of Arts*, 21 Mar. 2016, <https://d1pbog36rugm0t.cloudfront.net/-/media/arts/about/student-survey-results.pdf>. Accessed 18 Oct. 2016.

¹² University of Alberta Faculty of Arts. "BA Renewal: Faculty Survey Results." *University of Alberta Faculty of Arts*, 21 Mar. 2016, <https://d1pbog36rugm0t.cloudfront.net/-/media/arts/about/faculty-survey-results.pdf>. Accessed 18 Oct. 2016.

- *3 ENGL or WRS at the 100-level
 - 3 credits in English or Writing Studies equals or exceeds the minimum basic requirements of the other top four-ranked universities in Canada.¹³
 - Throughout the BA Renewal consultation process, Arts Faculty and student respondents broadly supported a writing requirement.
 - Recognizing that the Faculty of Arts is writing intensive, with 3 credits in English or Writing Studies as the minimum basic requirement, departments/programs can decide to introduce discipline-specific writing courses or requirements in addition to the minimum basic requirement.

- *6 in one language other than English
 - 6 credits in one language other than English, including exemptions, equals or exceeds the minimum basic requirements of the other four top-ranked universities in Canada.
 - Arts Faculty and student respondents broadly supported an LOE requirement throughout the BA Renewal consultation process.
 - The proposal recognizes that 6 credits in one language other than English is the minimum number of credits required for basic pedagogical value.

The chart below, titled “Proposed Changes to the Common Structure of the BA,” provides a comparison of the proposed and current requirements:

¹³ According to the Times Higher Education’s World University Rankings, the top four Canadian universities are the University of Toronto, University of British Columbia, McGill University, and the University of Montreal; the University of Alberta is ranked fifth. See: Times Higher Education. “Best Universities in Canada 2017.” *Times Higher Education*, World University Rankings, 29 Jun. 2016, <https://www.timeshighereducation.com/student/best-universities/best-universities-canada>. Accessed 18 Oct. 2016.

Proposed Changes to the Common Structure of the BA			
Credit Requirement	Current	Proposed	Status
Overall	*120	*120	No change.
Major	*30 -*48 at the senior level	*30 -*48 at the senior level	No change.
Other Subject(s)	Not specified	Maximum of *48 senior courses in any discipline	Allows students to complete a double major, and ensures that students diversify their studies.
Arts Courses	Minimum *63	Minimum *63	No change. See Note 1.
English/ Writing Studies	*6 100-level ENGL or *3 ENGL and *3 WRS at the 100-level	*3 ENGL at the 100 level or *3 WRS at the 100-level or other approved courses	A reduction of *3 in the ENGL/WRS requirement.
Language other than English (LOE)	LOE *6	LOE *6	For exemptions from the *6 LOE requirement see Note 2.
Non-Arts Discipline Courses	*6 from Faculty of Science	*6 from a non-Arts discipline	Encourages experimentation outside Arts disciplines. See Note 1 for exceptions.
Junior (100-) level	*48 maximum	*48 maximum	No change.
Minor	*12 - *42 required at the senior level	*12 - *42 at the senior level if the option of a minor is chosen	Students are not required to choose a minor, but may choose one or more minor subjects.
Non-Arts/Science	Maximum *18 Not open to students in the After Degree program	Maximum *18 Open to students in the After Degree program	Change opens this option to After Degree program students.
Courses Completed at the U of A	Minimum *60	Minimum *60	No change.
Breadth and Diversity *18	a) *6 Group 1 – creative arts b) *6 Group 2 – study of cultures c) *6 Group 3 – social systems		Change removes the *18 Breadth and Diversity requirements.

Notes:

1. Some Courses offered by other Faculties are recognized as “Arts courses”:
 - i) Native Studies (NS)
 - ii) Arts disciplines from Campus St Jean and Augustana (e.g. HISTE, SC PO, AUFRE, AUSOC)
 - iii) Approved Cross-listed ALES courses (in Sociology (R SOC) and Economics (AREC))

2. Exemptions from the *6 LOE requirement include:
 - i) Students who present the 30-level (matriculation) equivalent of a Language Other than English, or
 - ii) Students who are required by the Registrar’s office to take any English proficiency test to qualify for admission
 - iii) The Calendar currently states: “Students who have completed their secondary education in a LOE will be permitted to take *6 option in lieu of the LOE core. Students with prior LOE background who wish further study in that LOE must be placed at the appropriate level or credit will be withheld. Records for these applicants will be reviewed and assessed by the Undergraduate Student Services Office. Students who have facility in a LOE but who cannot provide official transcripts should contact the relevant LOE department for advice about obtaining a waiver for the LOE requirement.”

Advantages of the Proposed BA Basic Requirement Changes

1. The proposed requirements will continue to promote breadth and diversity but in a manner that is less prescriptive.
2. The maximum of *48 in any single Arts discipline and the *6 required in non-Arts disciplines mean that students must experiment by taking courses in several disciplines, regardless of their chosen major in order to complete the *120 credit minimum.
3. The added flexibility will create significantly more opportunities for students to take double majors and/or multiple minors. For example, a student could graduate with a single major, two majors, or the option of a major and one or more minors.
4. If students no longer require minors (which, by their very nature, are limited to single departments), they would be free to undertake more of the certificates that are developed and offered across disciplines and departments.
5. Students will also take on greater responsibility for designing their programs, an important facet of the educational experience.
6. The proposed requirements enable a straightforward transition for students transferring to Arts from other programs at the University of Alberta and other post-secondary institutions.
7. The requirement for *6 of non-Arts credits guarantees that students will be exposed to the disciplinary perspectives and pedagogical environments of other Faculties and programs, which will ensure and enrich students’ experiences of the full breadth of university learning.
8. A flexible Arts degree means that our students will easily be able to accommodate any mandated University-wide Indigenous studies requirement in their degrees, should this requirement be embraced institutionally.

The new common requirements introduce significant flexibility to students, while sustaining the academic excellence and rigour of Faculty of Arts programs. This structural shift creates a continuum of options that can adapt to both specific departmental programmatic outcomes and disciplinary specificity, while simultaneously facilitating breadth in pedagogical scope and curricular demands.

Governance Pathway for the Proposed Changes to BA Basic Requirements

The proposed changes to the BA Basic Requirements follow the standard governance pathway. Within the Faculty of Arts, changes were reviewed and approved first by Academic Affairs Committee (AAC) on October 26, 2016 and by Arts Executive Committee (AEC) on November 3, 2016. Arts Faculty Council (AFC) will consider and vote on the proposal November 24, 2016.

Since there are no changes to academic standing, admissions (including high school subjects to be used for admission), or graduation requirements, the proposed changes will not need to be approved by Academic Standards Committee (ASC) of GFC. Approval of GFC is required through routine circulation in Winter 2017 for implementation in Fall 2018.

The BA Curriculum Renewal proposal, as it stands, would require a number of University of Alberta Calendar changes. These changes will affect calendar section entries for the Bachelor of Arts (BA), BA Honors Program Requirements, and the After Degree Programs.

Next Steps in the BA Curriculum Renewal Process

The BA Curriculum Renewal is an opportunity for us as a Faculty to shape our future together. This proposal promotes a new BA structure that will replace our current BA Basic Curriculum. The new common requirements will increase flexibility for students, departments, and the Faculty, and ensure our requirements are competitive with other post-secondary institutions.

The proposed changes will affect the way we advise our students and offer guidance in building their programs through appropriate course selection. In consultation with Departments, specifically through the Arts Teaching and Learning Engagement Committee (ATLEC), which consists of every departmental undergraduate Associate Chair, student representatives, and Senior Advisors in Undergraduate Student Services, the Faculty of Arts will create a series of thematic pathways as optional guides for students. The pathways will act as roadmaps for our Undergraduate Student Services advisors to guide students in their first year.

Associate Dean Allen Ball will lead the consultation process in developing the thematic pathways, which will ensure that our diverse programs can be promoted equally, thus exposing students to the full range of departments and disciplines. It is envisaged that the optional thematic pathways will echo and build upon the extensive work developed over the last five years in defining BA attributes (see Appendix G), while also providing opportunities to inform students of the multiple ways of achieving breadth and diversity in their Arts education.

It is imperative that the Faculty of Arts and its departments design this renewed BA and its thematic pathways together, such that we construct a degree program that is flexible enough to meet future challenges and well positioned to take advantage of emergent opportunities. Together, these recommendations form a critical part of a broader effort by the Faculty of Arts to offer a truly outstanding BA program that will attract and retain the very best and brightest students from Alberta, Canada, and the world.

History of the BA Curriculum Review Process

In November 2011, Arts Faculty Council approved a five-year Academic Plan that included a systematic review of the BA general requirements.¹

After determining the reasons why such a review was necessary, five working groups were formed in September 2012 to develop visions for the future of the BA degree. A series of open meetings and focus group sessions were held with the members of the five working groups and others in the Faculty of Arts. These lengthy discussions centered on the question of whether or not to define the BA degree in terms of “attributes.”

“Attributes” were defined as the qualities, values, and dispositions that students develop during the process of obtaining an Arts degree. Broader than — but including — skills, attributes are not discipline-specific and are developed by all students as they progress through their degrees. The working group discussions were informed by specialists in curriculum development, including Dr. Jennifer Summit from Stanford University and Dr. John Galaty from McGill University, who presented lectures in January 2013 (see Appendix H).

The five working groups were merged into a single Task Force in February 2013. The Task Force members investigated the ways in which other universities, primarily in the United States and Australia, had organized their BA basic requirements around the concept of attributes. Comprehensive surveys of University of Alberta undergraduates were conducted in 2011-2012, using some of the various guiding principles used by other institutions across the world (see Appendix I).

A set of key attributes were put forward at the end of 2013, along with a proposed table of BA requirements, which clearly outlined the number of course credits and expected learning outcomes for each set of attributes (see Appendix J). Five core attributes were identified:

- Analysis and Interpretation
- Research, Creation, and Inquiry
- Communication and Culture
- Global Citizenship
- Lifelong, Adaptive, and Engaged Learning

This working proposal was then sent out to all stakeholders in the Faculty of Arts for feedback.

In September 2014, an ad hoc committee was constituted at the request of Dean Lesley Cormack and Associate Dean Mickey Adolphson, then-Chair of the BA Curriculum Review. This committee was asked to bring the work of earlier iterations of the BA Review Committee to fruition by drafting a proposal based on the attributes for presentation to Arts Faculty Council. In Spring 2015, a draft entitled “The BA Core Review – The Proposed Attributes BA” (see Appendix J) was presented to various Arts stakeholder groups, including Undergraduate Student Services, Dean’s Executive Council, and Chairs Council.

¹ University of Alberta Faculty of Arts. “Academic Plan.” *University of Alberta Faculty of Arts*, <https://www.ualberta.ca/arts/about/academic-plan>. Accessed 18 Oct. 2016.

There were concerns expressed that the attribute model was too complex and would make advising individual students nearly impossible. It also became clear that there was a perception that a full conversation about the attributes themselves had not yet happened, including whether the identified attributes were the appropriate ones on which to form the foundation for our BA requirements. Further, it was obvious that many, if not most, of the degree programs offered by the Faculty incorporated many of these attributes, so it was not clear why the required core would need to duplicate the efforts of these offerings by requiring specific types of core courses. The draft proposal was brought to Arts Executive Committee and the Committee voted against forwarding the proposal to Arts Faculty Council.

Although the Faculty did not move forward with the recommendations as presented, it was agreed, in principle, by the Dean's Executive Council that the identified attributes were a valuable means of understanding undergraduate programs, shifting attention away from thinking about content and towards the diverse skills and competencies our students gain throughout their degrees. Disciplinary requirements are the primary mechanism that shape students' paths throughout their degrees. These discipline-specific program requirements develop many of the core attributes that become the transferable skills with which students enter the workforce upon graduation. Exactly how these attributes are embedded in the trajectories of specific majors and minors is best determined by each individual department or program.

Ongoing BA Curriculum Renewal Consultation Process

In July 2015, Associate Dean (Student Programs: Teaching and Learning) Allen Ball took on the leadership of the BA Curriculum Review process. The review process was renamed the BA Curriculum Renewal, and direction was given to draft a new BA Curriculum Renewal proposal for consideration by all members of the Faculty of Arts by the end of the 2015-2016 academic year.

Associate Dean Ball has undertaken a consultative process with input from the 2015-2016 Dean's Executive Councils, which included the following members of faculty:

- Acting Dean Lise Gotell (Women's and Gender Studies)
- Acting Vice-Dean Stuart Landon (Economics)
- Associate Dean (Graduate) Tom Spalding (Psychology)
- Associate Dean (Research) Michael O'Driscoll (English and Film Studies)
- Associate Dean (Student Programs) Rebecca Nagel (History and Classics)
- Associate Dean (Teaching and Learning) Allen Ball (Art and Design)

Additional input has also been received from the following faculty members of the 2016-2017 Dean's Executive Council:

- Dean Lesley Cormack (History and Classics)
- Vice-Dean Lise Gotell (Women's and Gender Studies)
- Associate Dean (Graduate) Tom Spalding (Psychology)
- Associate Dean (Research) Steve Patten (Political Science)
- Associate Dean (Student Programs) Rebecca Nagel (History and Classics)
- Associate Dean (Teaching and Learning) Allen Ball (Art and Design)

During the 2015-2016 academic year, Associate Dean Ball held individual meetings with all 15 Faculty of Arts Department Chairs, as well as the Executive Director of Community Service-Learning and the Director of the Office of Interdisciplinary Studies:

- Dr. Pamela Willoughby, Chair (Anthropology)
- Professor Cezary Gajewski, Chair (Art and Design)
- Dr. David Peacock, Executive Director (Community Service-Learning)
- Professor Betty Moulton, Chair (Drama)
- Dr. Constance Smith, Chair (Economics)
- Dr. Walter Davis, Interim Chair (East Asian Studies)
- Dr. Peter Sinnema, Chair (English and Film Studies)
- Dr. David Marples (History and Classics)
- Dr. Sean Gouglas, Director (Office of Interdisciplinary Studies)
- Dr. Herbert Colston, Chair (Linguistics)
- Dr. Laura Beard, Chair (Modern Languages and Cultural Studies)
- Professor William Street, Chair (Music)
- Dr. Jack Zupko, Chair (Philosophy)
- Dr. Lois Harder, Chair (Political Science)
- Dr. Jeff Bisanz, Chair (Psychology)
- Dr. Gillian Stevens, Acting Chair (Sociology)

- Dr. Philomena Okeke, Acting Chair (Women's and Gender Studies)

Ongoing updates on the BA Curriculum Renewal process have been provided by Associate Dean Ball to members of the central administration, including:

- Meg Brolley, General Faculty Council Secretary
- Dr. Sarah Forgie, Vice Provost (Learning Initiatives)
- Dr. Nat Kav, Vice Provost (Academic Programs and Instruction)
- Kate Peters, Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic).

Further, discussions are underway with Dr. Christine Brown, Head Librarian, to identify and address any resource implications that the proposed BA Curriculum Renewal may generate for library services.

The potential changes to our BA have also been discussed with Faculties across campus. To date, the following Associate Deans and Deans have been consulted on this initiative by Associate Dean Ball:

- Dr. Jason Carey, Associate Dean (Programs & Planning), Faculty of Engineering
- Dr. Janice Causgrove Dunn, Associate Dean (Undergraduate Programs), Faculty of Physical Education and Recreation
- Dr. Robin Everall, Interim Vice-Provost and Dean of Students
- Dr. Elaine Geddes, Associate Dean (Undergraduate), Alberta School of Business
- Dr. Clive Hickson, Associate Dean (Undergraduate Programs and Services), Faculty of Education
- Dr. Tim Joseph, Associate Dean (Student & Co-op Services), Faculty of Engineering
- Dr. Brenda Leskiw, Senior Associate Dean (Undergraduate), Faculty of Science
- Dr. Karsten Mundel, Director & Associate Dean (Academic), Augustana Campus
- Dr. Frank Tough, Associate Dean (Academic), Faculty of Native Studies

An update on the BA Curriculum Renewal consultation process was presented by Associate Dean Ball at Arts Faculty Council on October 5, 2015. The process has also been discussed extensively in each 2015-2016 Arts Teaching and Learning Enhancement Committee meeting and at the Associate Chairs (Undergraduate) 2015-2016 meetings.

Roundtable sessions have taken place with the Undergraduate Student Services staff to address the possible administrative impacts of different changes to the BA basic requirements. In addition, the Recruitment and Engagement team have articulated the needs and interests of prospective students.

The Faculty of Arts: BA Curriculum Renewal Discussion Paper was distributed across the Faculty on January 8, 2016. The proposal was initially discussed at Faculty of Arts Chairs Council on January 20, 2016, and again at Faculty of Arts Chairs Council on February 3, 2016. Associate Dean Ball also presented and discussed the proposal at Arts Executive Council on February 25, 2016.

A town hall meeting was held on February 5, 2016. More than 100 students, staff, and faculty attended this open forum. An online form was also circulated prior to the event, inviting feedback about the BA Curriculum Renewal Discussion Paper from those who would not be able to attend the town hall.¹

During Winter 2016, Associate Dean Ball presented the BA Curriculum Renewal Discussion Paper at the following Departmental Councils: Anthropology; Art and Design; English and Film Studies; History and Classics; Linguistics; Modern Languages and Cultural Studies; and Philosophy.

We have developed an open and robust dialogue with students about the renewal process through numerous discussions with our Faculty of Arts Students' Association, OASIS (Organization for Arts Students and Interdisciplinary Studies). Associate Dean Ball was invited to participate in a student town hall organized by OASIS on March 8, 2016. All BA students were invited to attend to ask questions and give feedback. The event was well attended and the students' thoughtful observations, along with the complete record of students' contributions, were added to the Faculty's consideration of the BA Curriculum Renewal.²

A survey was distributed on March 10, 2016 (closing March 20, 2016), to gauge students' and faculty members' initial response to the BA Renewal Discussion Paper. The survey garnered nearly 1000 responses, with 831 students and 167 faculty members submitting their opinions. The aggregated results were made available on April 7, 2016.³

On April 27, 2016 Associate Dean Ball met with the executive members of OASIS to discuss the results of the surveys. Associate Dean Ball met with representatives from the Graduate Student Association (GSA) on May 19, 2016 to explore the impacts the proposed changes to the BA may have on graduate student recruitment and retention. A meeting to discuss the BA Renewal Proposal with OASIS was held on September 22, 2016.

Dean Lesley Cormack moderated a second town hall meeting on September 30, 2016. Once again, more than 100 students, staff, and faculty attended this open forum. A video recording of the town hall can be viewed online.⁴ Also, an online form was circulated prior to the event, inviting feedback about the BA Curriculum Renewal Discussion Paper from those who would

¹ University of Alberta Faculty of Arts. "BA Renewal: Feedback From the February 5 Town Hall." *University of Alberta Faculty of Arts*, 5 Feb. 2016, <https://www.ualberta.ca/arts/about/ba-renewal/feedback-from-the-february-5-town-hall>. Accessed 18 Oct. 2016.

² University of Alberta Faculty of Arts. "BA Renewal: Student Comments from BA Renewal Student Town Hall." *University of Alberta Faculty of Arts*, 8 Mar. 2016, <https://d1pbog36rugm0t.cloudfront.net/-/media/arts/about/student-comments-from-ba-renewal-student-town-hall.pdf>. Accessed 18 Oct. 2016.

³ University of Alberta Faculty of Arts. "BA Renewal: Student Survey Results." *University of Alberta Faculty of Arts*, 21 Mar. 2016, see <https://uofa.ualberta.ca/arts/-/media/arts/about/student-survey-results.pdf>. Accessed 18 Oct. 2016.

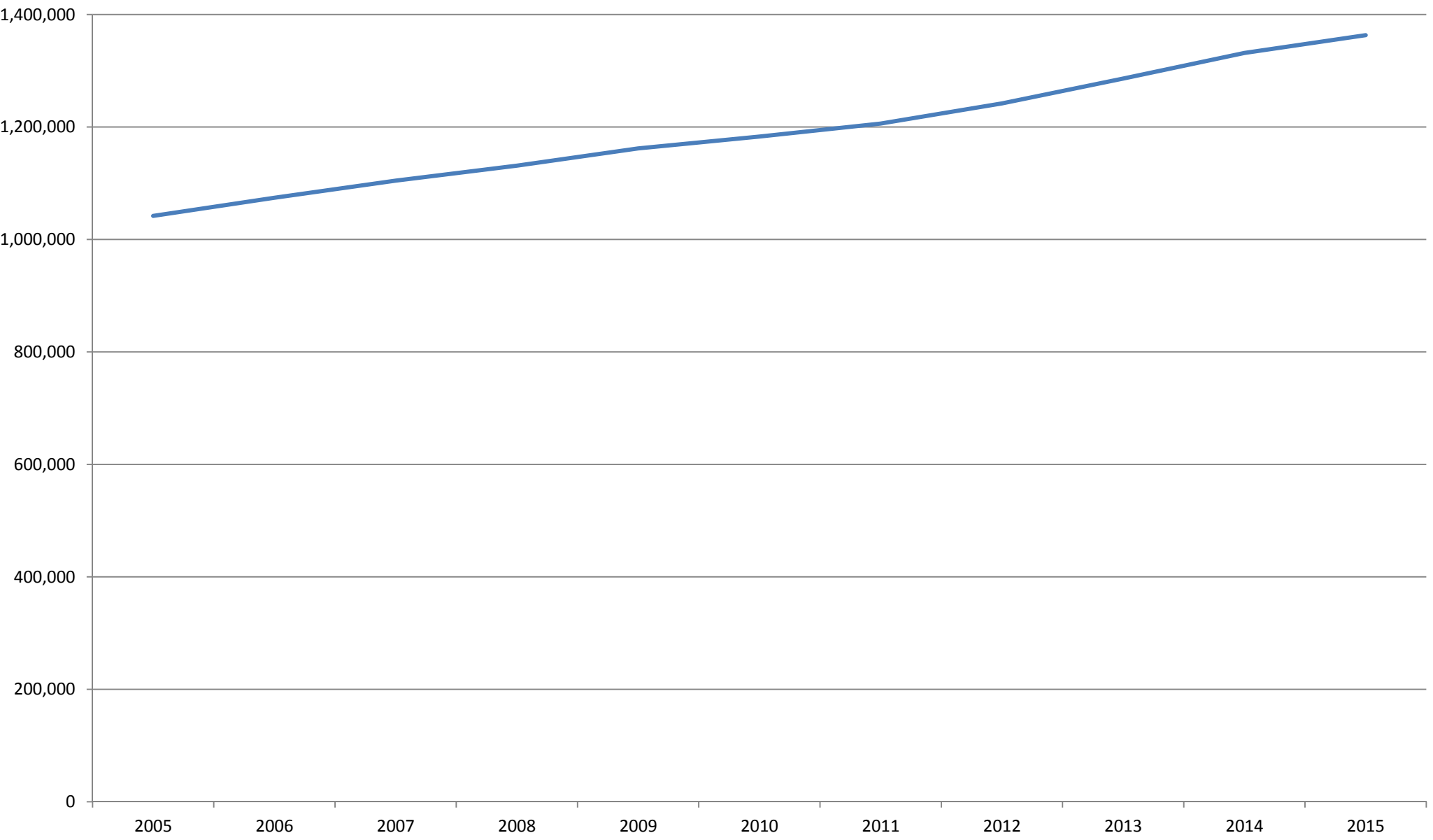
⁴ University of Alberta Faculty of Arts, <https://vimeo.com/185677997>. Accessed 18 Oct. 2016.

not be able to attend the town hall.⁵ Lastly, an update on the BA Renewal Proposal process was presented by Associate Dean Ball at Arts Faculty Council on October 3, 2016.

Throughout the BA Curriculum Review and the BA Curriculum Renewal processes, the Faculty of Arts Dean's Office has engaged and consulted widely, hearing from key campus partners and stakeholders, including students, faculty, contract instructors, staff, and alumni. The revised recommendations laid out in the next section of this document are the direct result of this comprehensive consultation process.

⁵ University of Alberta Faculty of Arts, <https://d1pbog36rugm0t.cloudfront.net/-/media/arts/about/ba-renewal-fall-2016-responses-online.pdf>. Accessed 18 Oct. 2016.

Edmonton Population by Census Metropolitan Area



Statistics Canada

[Home](#)
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Table 051-0056 [1](#), [2](#), [3](#), [4](#), [5](#), [7](#), [8](#)

Estimates of population by census metropolitan area, sex and age group for July 1, based on the Standard Geographical Classification (SGC) 2011 annual (persons)

[Data table](#)
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The data below is a part of CANSIM table 051-0056. Use the [Add/Remove data](#) tab to customize your table.

Selected items [[Add/Remove data](#)]

Geography = Edmonton, Alberta [[48835](#)]

Sex = Both sexes

Age group [6](#) = All ages

2001	962,323
2002	984,538
2003	1,000,866
2004	1,017,054
2005	1,041,966
2006	1,074,111
2007	1,104,557
2008	1,131,156
2009	1,161,950
2010	1,183,047
2011	1,206,040
2012	1,241,798
2013	1,286,024
2014	1,331,612
2015	1,363,277

[Back to original table](#)

Footnotes:

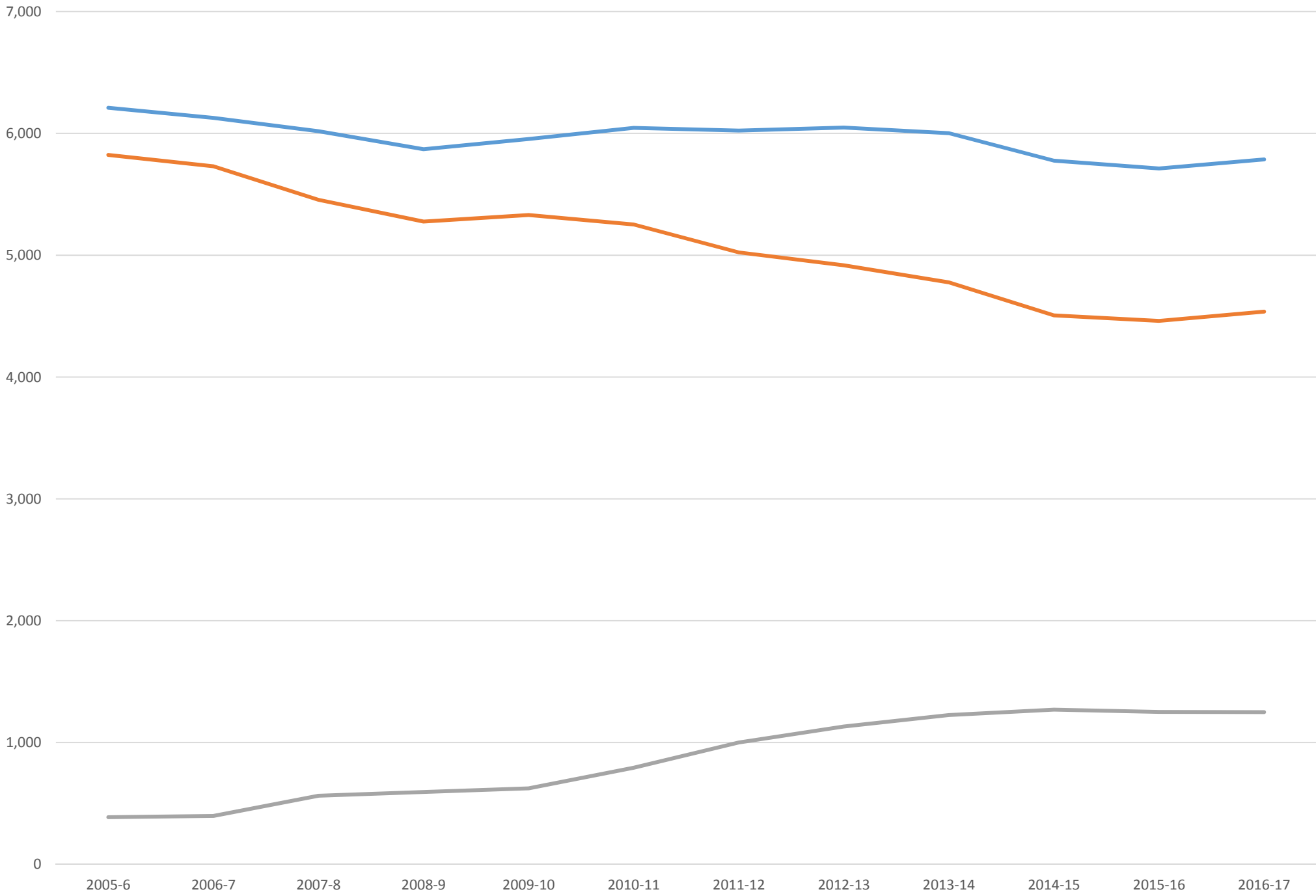
1. Population estimates based on the Standard Geographical Classification (SGC) 2011 as delineated in the 2011 Census.
2. A census metropolitan area (CMA) is formed by one or more adjacent municipalities centred on a population centre (known as the core). A CMA must have a total population of at least 100,000 of which 50,000 or more must live in the core. To be included in the CMA, other adjacent municipalities must have a high degree of integration with the core, as measured by commuting flows derived from previous census place of work data. Once an area becomes a CMA, it is retained as a CMA even if its total population declines below 100,000 or the population of its core falls below 50,000. Small population centres with a population count of less than 10,000 are called fringe. All areas inside the CMA that are not population centres are rural areas. All CMAs are subdivided into census tracts.
3. Postcensal estimates are based on the latest census counts adjusted for census net undercoverage (including adjustment for incompletely enumerated Indian reserves) and for the estimated population growth that occurred since that census. Intercensal estimates are based on postcensal estimates and census counts adjusted of the censuses preceding and following the considered year.
4. Preliminary postcensal population estimates for census metropolitan areas (CMAs) in Quebec and British Columbia were prepared by "l'Institut de la statistique du Québec" (ISQ) and BC Stats, Ministry of Labour and Citizens' Services, respectively. Estimates for Quebec were based on statistics derived from the registration file for insured people of the "Régie de l'assurance-maladie". Estimates for British Columbia were produced using a regression model based upon changes in residential electrical (hydro) connections and Ministry of Health Client Registry counts. These estimates were controlled to Statistics Canada provincial estimates. Please note that for these two specific cases, the component method is not applicable.
5. Population estimates for July 1 are final intercensal from 2001 to 2010, final postcensal for 2011, updated postcensal for 2012 to 2014 and preliminary postcensal for 2015.
6. Age at July 1.
7. The population growth, which is used to calculate population estimates of Census metropolitan areas (CANSIM 051-0056), is comprised of the components of population growth (CANSIM 051-0057).
8. This table replaces CANSIM table [051-0046](#).

Source: Statistics Canada. *Table 051-0056 - Estimates of population by census metropolitan area, sex and age group for July 1, based on the Standard Geographical Classification (SGC) 2011, annual (persons)*, CANSIM (database). (accessed:)

[Back to search](#)

Date modified: 2016-02-10

Arts Undergraduate Headcount



20

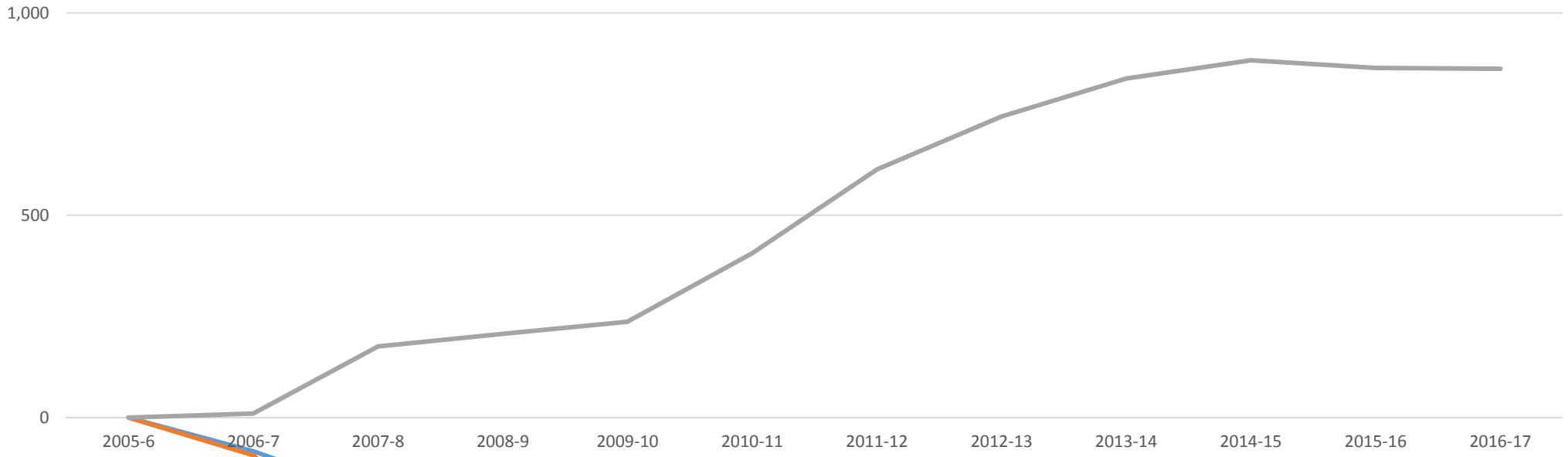
— Total — Domestic — International

Source: Data Warehouse (ACORN)

Arts Undergraduate Headcount

	Arts Undergraduate Headcount			Relative to 2005-06		
	Total	Domestic	International	Total	Domestic	International
2005-6	6,210	5,823	387	0	0	0
2006-7	6,127	5,730	397	-83	-93	10
2007-8	6,018	5,455	563	-192	-368	176
2008-9	5,870	5,276	594	-340	-547	207
2009-10	5,954	5,330	624	-256	-493	237
2010-11	6,045	5,252	793	-165	-571	406
2011-12	6,023	5,023	1,000	-187	-800	613
2012-13	6,048	4,917	1,131	-162	-906	744
2013-14	6,002	4,777	1,225	-208	-1,046	838
2014-15	5,776	4,506	1,270	-434	-1,317	883
2015-16	5,712	4,461	1,251	-498	-1,362	864
2016-17	5,786	4,537	1,249	-424	-1,286	862

Arts Undergraduate Headcount Relative to 2005-6



	Major	Minor	Core	Requirements
University of Alberta	*30-*48 at 200+	*12-*42 at 200+	*36	*6 Junior English *6 LOE *6 Science *6 Social Sciences *6 Humanities *6 Fine Arts
University of British Columbia	*42 with *30 at 300+	No minor necessary/ *30 with *18 at 300+	*30 or *24 with grade 12 language	*3 Writing *3 Research (from long approved list including in major) *3 Language (can be satisfied by grade 12) *6 Science (includes Arts courses) *6 Literature (long list includes courses from many fields)
University of Calgary	Meet requirements of major field.	May declare a minor/minor *30	*6 from Faculty of Science (maximum *48 at 100 or 200-level)	Major plus Other Requirements ¹ (may be specified for major) *6 from Faculty of Science
Dalhousie University	Major *36-*54	May declare minor *18-*27	*24	*6 Writing (double dipped with breadth requirements) *6 Social Sciences *6 Humanities *6 Life and Physical Sciences (includes Arts courses) *6 Language
University of Manitoba	minimum *48	Minimum *18	*24	*3 English *3 Math *6 Humanities *6 Social Sciences *6 Science

¹ No Other Requirement for BA major in Political Science, English or Sociology, for example.

McGill University	*36	*18	*24	*6 Humanities *6 Languages *6 Social Sciences *6 Mathematics and Sciences
University of Ottawa	*42	*30	*12	*3 to *12 in English (or French) or Philosophy
University of Saskatchewan	*54 senior credit units		*18	* Arts Distribution Requirement (18 credit units from the Social Sciences, Humanities and Fine Arts; at most 6 credit units in one subject; at minimum at least 6 credit units from two of Social Sciences, Humanities and Fine Arts; and a minimum of 3 credit units of Languages)
University of Toronto	Students must complete: One Specialist *54 - *84 or Two Majors *72 or One Major and Two Minors *72		*24 Breadth	(*6 from 4/5) 1. Creative and Cultural Representations 2. Thought, Belief, and Behaviour 3. Society and Its Institutions 4. Living Things and Their Environment 5. The Physical and Mathematical Universes
University of Waterloo	Program degree requirements set by program		*30	*3 Fine, Performing and Communicative Arts *6 Humanities *6 Languages and Cultures *12 Social Sciences *3 Transdisciplinary Studies

University of Western Ontario	Honors: Specialization *54 or Double Major *72 Bachelor: Specialization *54 or Major *36		*12	*12 Breadth: *6 from 2/3 1. Social Science, Interdisciplinary, and Various 2. Arts, Humanities and Languages 3. Engineering, Medical Sciences, Science, and Various *12 (double-dipping) two full courses must be designated essay courses
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Draft Table for New BA Attributes and Requirements

Core Attributes	Learning Outcomes	Junior Courses	Senior Courses	Comment
1. Analysis and Interpretation (“Ways of Thinking and Knowing”)	<ul style="list-style-type: none"> Numeric Literacy Quantitative and qualitative analysis Critical thinking and interpretation Theory of knowledge Information literacy 	*3 quantitative analysis and reasoning course chosen from “Science and Arts” or Science	*3 qualitative analysis course in Arts	Information literacy will be satisfied by online module, required of all students. Will require new courses on quantitative analyses in Arts
2. Research, Creation and Inquiry	<ul style="list-style-type: none"> Creative solutions Innovative thinking Problem-oriented 		*3 Capstone project attached to 400-level course, as designated by student with faculty supervision	400-level course can also be directed reading to allow students to satisfy requirement as part of URI, AWE or CSL courses
3. Communication and Culture	<ul style="list-style-type: none"> Seeing, reading and hearing critically Communication across disciplines 	*6 of which *3 in writing (“W-”) and *3 in visual	*3 “Writing in the Discipline” course	Current “W” courses might include WRS, junior

Core Attributes	Learning Outcomes	Junior Courses	Senior Courses	Comment
	<ul style="list-style-type: none"> and cultures • Use of various media 	("V-").		English, but also new writing-intensive courses offered by departments . Visual courses might include cultural, film and fine arts courses.
4. Global Citizenship	<ul style="list-style-type: none"> • Understanding language study • Global and cultural awareness in historical context • Engagement with diverse communities 	*6 of junior or senior language courses or content courses in LOE	*3 of senior language course or approved content "GC" courses (Poli. Sci., MLCS, EAS, EFS, Music, H&C etc.)	Numerous courses already exist on each level. Students will be encouraged to take study abroad courses.
5. Lifelong, Adaptive and Engaged Learning	<ul style="list-style-type: none"> • Experiential learning • Social engagement • Ethical awareness • Citizenship 		*3 from CSL, AWE or study abroad	Engagement outside classroom essential
Total Credits		18	12	=30

Other notes and suggestions:

- BA-wide requirements in this scenario is down from *36 to *30, from 12 to 10 courses.
- One of the advantages with this mix of junior and senior courses is that they are linked and that they build capacity for success in the major as well as post-graduation.
- Note that since some of the requirements can be fulfilled by taking courses within the major, students should have more optional courses.
- Students will have the option of taking up to two courses as Fail/Pass options after having taken *60. This might encourage students to take courses outside their comfort zone. F/P courses cannot be counted towards any requirements for the BA or the major.
- Some new courses will have to be created for the core attributes and there needs to be a body that approves those courses. More specific criteria need to be established for what constitutes a course in each category.
- To articulate the attributes, all students will maintain an e-portfolio, where various essays, reflective pieces, creative works, and research papers may be included. (Will need staff to monitor students' portfolios)

Summary of Lecture Notes: Dr. Jennifer Summit, February 1, 2013

1. The public excitement about big-scale online learning (at least where I live: view from Silicon Valley), and concern over the possibility that it will displace and eventually replace entirely humans teaching on physical campuses, challenge us to articulate and strengthen the particular benefits of human/campus higher ed.
2. I believe that online learning won't replace human/campus teaching, but it will redefine it—just like print didn't replace manuscript and photography didn't replace painting, but they did change them, forcing them to differentiate themselves from the new medium—manuscript became a personalized textual form, just as painting became less representational: both, in other words, responded to the introduction of a mechanized form of reproduction by embracing the characteristics that distinguished them from machine reproduction, becoming more high-touch and personal.
3. Personally, I don't buy the apocalyptic belief that we'll all be replaced by online talking heads, but we should anticipate that in the not too distant future, any aspect of higher ed that can be done online will be; and I'm also won over by Cathy Davidson's observation that if we as teachers can be replaced by a computer, then we should be. (get the proper quote)
4. So what are the things that distinguish human/campus higher ed from online? What are the things that students can only (or best) receive from a campus and human, classroom interaction?
5. In order to make the case that human teaching in physical classrooms represents a special value that can't be captured in or replaced by online media, our teaching needs to be about something other than course delivery/content delivery. (Many people make the point that content is now freely available, no longer the special province of professors and universities, so we need to be about something other than guarding and transmitting content)
6. This is or should be good news for the humanities and social sciences, which have never been about the rote memorization of facts but about cultivating special forms of attention and ways of perceiving and being in the world; the classroom has a special place in our disciplines, and increasingly the same is true of the outside-the-classroom experiences we introduce to our students through civic engagement, field work, and internships. (John Dewey: education isn't preparation for living: it is living.)
7. So this is what I propose: the special work that we do—which can't and won't be replaced by computers or the for-profits that are poised to harvest their promise—isn't the course but the curriculum, which is rightly recognized as the highest responsibility of the faculty on campus. While course delivery can happen anywhere (even via iphone), faculty decide how the courses fit together into a coherent and integrated whole, how they are sequenced together, and what we expect of students who come through that sequence. While any individual can design and offer a course (now), only a faculty can create a curriculum—to say what it all adds up to.
8. [Some lessons I learned when we did our curriculum revision at Stanford: about the importance of coming together as a faculty to have the conversations that lead to curriculum revision]

Summary of Lecture Notes: Dr. Jennifer Summit, February 1, 2013

9. Given the atomization of our fields, curricular revision is one of the only times we come together collaboratively, to look at the big questions of our disciplines and the larger mission of the university (for which everything else is support: cite guy who talks about ideal college as student on one end of the log and the professor on the other: the administration, broadly defined, is the log, and its job is to facilitate that conversation) (?)
10. It's difficult for us to come together and hold conversations across the borderlands of our disciplines: yet we expect our students to do it by passing through our degrees (the ideal of the "university"—achieving a universality of perspective and knowledge)-- how can we ask it of our students if we can't do it ourselves? (or if we don't believe in it—if we cling to our atomization?)
11. I spent the last two years involved in a major general education redesign at Stanford—approved by our faculty senate last spring!—and I'm now spending this year with an ACE Fellowship (explain), where I've had the wonderful opportunity to visit a number of other campuses that are undertaking curricular revisions of their own, and to reinforce the point that curriculum, not course delivery, is special to faculty and campuses, it's been interesting to see that every curriculum is unique to its campus, however many elements it might hold in common with others. Particularly in public institutions, each is rooted to the community, people, and place it serves, and each is uniquely attuned to their specific educational needs. (branding vs close reading) And each bears a special relation to the visions of its founders (cite examples? University of Laverne and the Brethren; Georgetown; landgrants) (*I was struck by the fact of how many of your students enter careers of service: in the US how many humanities majors become educators, though our curricula haven't all caught up to this reality)
12. With that understanding—that every curriculum should be unique in its own ways—I want to extract some lessons both from Stanford and from the field (such as I've had a chance to observe so far this year):
13. Lesson #1: curriculum is not autobiography
 - my Stanford colleagues and I learned this from general education workshop in Vermont: noticed how every discussion of curriculum would invariably come down to someone saying "well, when I was in college I took X, and it changed my life—therefore surely no one should graduate without taking X too!"
 - It's hard, but we have to recognize that our students aren't miniature, larval versions of ourselves. They have different needs, and the state of knowledge has changed.
14. Lesson #2: trust the committee process
 - What I learned from two curricular reviews: committees will always come up with better solutions than any one person can, but only if we trust our colleagues and enter the process in good faith
15. Lesson #2a: beware turf guarding!
 - This is only natural, but remember that curriculum isn't about filling seats in our classes

Summary of Lecture Notes: Dr. Jennifer Summit, February 1, 2013

There's even a danger when we mistake disciplines for knowledge structures (don't conflate the two)

Cite Andrew Abbot: disciplines are professional and administrative structures: they came into being in order to manage the appointment and advancement of professors, and they continue a very useful professional function in that they provide transferable credentials and apprenticeship models. Abbot says that they also serve to delimit knowledge: to define what we don't need to know.

16. But we mustn't be fooled by their importance in **our** professional lives into thinking that they should be equally important to our students, or to the professional lives they're preparing for.
17. In my own discipline, English literature, since we've exfoliated the elements that at various historical moments were considered to be the core of the discipline—from freshman English to the canon—it's harder to escape from the fact that the discipline doesn't exist as a platonic form of knowledge, but it's something we make, every day, through our work and practice. It doesn't precede that practice but is produced out of it. If we accept this (Abbot's) point that the disciplines largely exist for the professional advancement of the faculty, it becomes harder to defend a curriculum structured along strictly disciplinary (or even divisional) lines.
18. Lesson #3: most fundamental question of any curriculum reform has to be: what do our students need to learn? It's becoming clearer that this has to be the first question of a truly innovative curriculum.
19. Example from Alverno College: when you ask what students need to learn (skills, knowledge, capacities), you reach understandings that cross disciplines: ie, to communicate clearly and effectively, to think critically, to approach the natural world with critical analysis and reverence, to be able to communicate with and listen and hear others whose cultural, racial, and national backgrounds differ from your own. [summarize Alverno competencies?]
20. Our aim: for our students to become active, competent, and self-directed learners (from Stanford SUES report): not just seeing the curriculum as a sequence of hoops they had to jump through or something that we had and would give them, in the hope that they would give it back in exams
21. Self-directed doesn't mean undirected: research on first-generation college students and unconfident learners: they need greater scaffolding; all students appreciate clear guidance about the rationale
22. The goal of fostering metacognition [give example of UW Bothell curriculum?]
23. In other words, when we start by asking what our students need, we're likely to come up with answers that bring us together, rather than activating our instinctive turf-bound defenses
24. One last thing: agreeing to meet our students' needs means not running away from what they're asking us for: preparation for work. The humanities has a long history of putting itself against "vocationalism" [maybe summarize John Dewey on this point?]
—we want them to enjoy the life of the mind, as we do

Summary of Lecture Notes: Dr. Jennifer Summit, February 1, 2013

25. But we're the last people who should be arguing against education for career, since for us (and research shows this of faculty), our careers are places of passionate engagement: isn't this what we wish for our students as well, that they leave college with as profound a sense of calling, and as deep a wish for fulfillment in meaningful work, as we did?
26. Then we need to accept first that learning and work can't be separated in the stark oppositions that we habitually place them; we also need to accept that there are other forms of meaningful work beyond academia, and that our very best and deepest wish for our students is that they will find them. And we need to invite them to bring their own questions, fears, and hopes about their professional future into the work they do with us on our campuses.
27. [example of the internship program for English majors at Stanford?]
28. rousing and inspiring conclusion.

02 February 2013

To: Members of BA Curriculum Review Group

From: Lianne McTavish

Re: Summary of the Lecture Given by Dr. John Galaty, 01 February 2013, 4-5:30 pm

“Friction, Creativity, and Core Values: Curriculum for the Future”

Dr. Galaty is the former Associate Dean and Interim Dean of Arts at McGill University. He projected bullet points as part of his PowerPoint presentation and I have copied them below. He elaborated slightly on most of them, and spoke in more depth about McGill University’s Legacy Program, an innovative interdisciplinary and trans-global historical first-year course that worked well but was discontinued because of its high cost.

Creating Tomorrow’s University

- The University, a very good idea, in continuous reinvention
- training vs education, with education as the goal of universities, understood as the cultivation of capacities, and preparation for global citizenship
- only the Arts reinvigorate the past for the sake of the future
- need to reconcile depth and breadth

Friction on Planning for the Curriculum for the Future

- friction refers to divergence, contradiction, tensions, but also traction and creativity when changing curriculum
- these kinds of changes involve threatening people's interests
- finding points of friction that may provide leverage
 - joining the past to the future, a unique vantage point in the Arts
 - balancing disciplinary foundations and interdisciplinary strategies to address problems
 - connecting the University to the public
 - situating the nation in global context

Innovations in Heritage Themes in the Core Curriculum: McGill's Legacy Program

- the Academic politics of "foundation" programs
- innovations in the core curriculum at the University of Chicago; it is no longer just about great books
- McGill's Legacy Program, which examined civilizational contrasts and encounters over time
- McGill's Legacy Program aimed to:
 - honour the diversity of excellence, so it moved from a focus on western civilization to one of global perspectives
 - co-create knowledge through participation and performance (this involved team teaching for professors, and a performance element (such as staging a play), for the incoming students
 - in terms of skills, it was aimed to focus on writing, creative reading, and analysis, group learning, and learning technologies
 - it involved four interdisciplinary courses taken for 6 weeks, namely the Classical Worlds (Greece/China), Medieval Worlds (Europe/Islam), Early Modern Atlantic Worlds (South America/Europe), and Making Modernities (Vienna/Ottoman).

**2012 Students' Union Undergraduate
Student Survey Summary for
Bachelor of Arts Curriculum Review**

ACKNOWLEDEMENTS

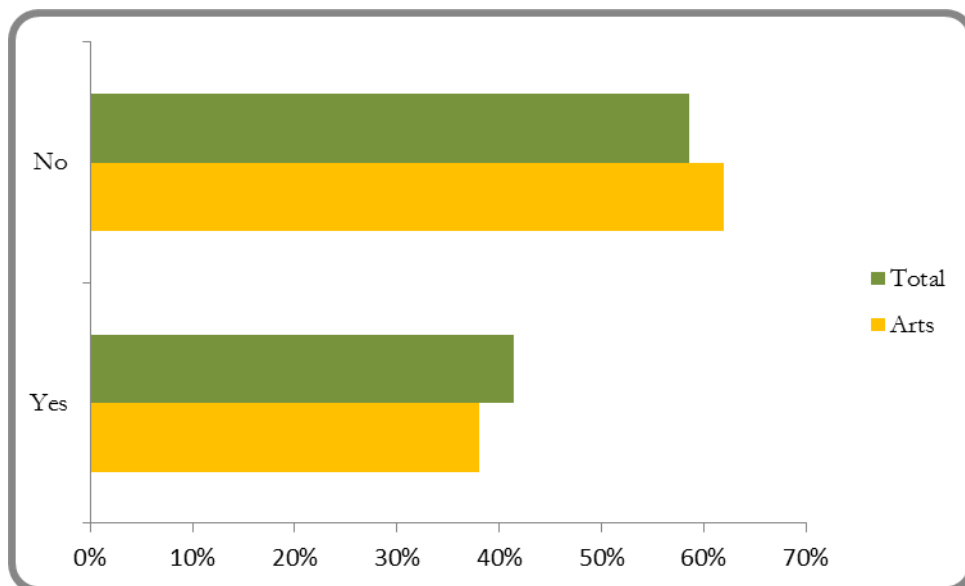
I would like to thank the Students' Union for providing access to their survey results, and in particular, Justin Williams, the Students' Union's Director of Research & Political Affairs, for facilitating their access. The bulk of this analysis was done by the Students' Union's previous University Policy & Information Officer, Jessica Zvonkovic in 2012.

INTRODUCTION

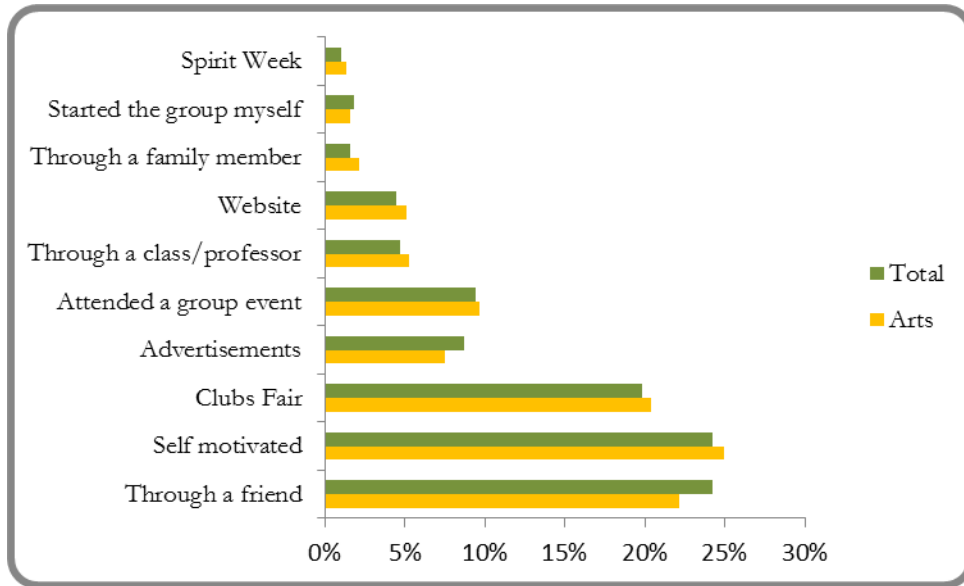
This survey was distributed by the Students' Union in the Fall of 2012 to all University of Alberta undergraduate students. The survey was sent by email and offered participants the chance to win a series of prizes for participating. All told the survey saw 5290 participants, 936 of which were from the Faculty of Arts. This report has extracted questions from the survey that may be of relevant for the Faculty of Arts' Bachelor of Arts Curriculum Review. In the below graphs, the orange bars represent the labeled response as a proportion of all responses to that question from all survey respondents. The green bars represent the same proportions, only they are limited to responses from students in the Faculty of Arts. Some of the questions allowed respondents to provide more than one answer (these questions are noted with "check all that apply") and so will add up to more than 100%.

QUESTIONS

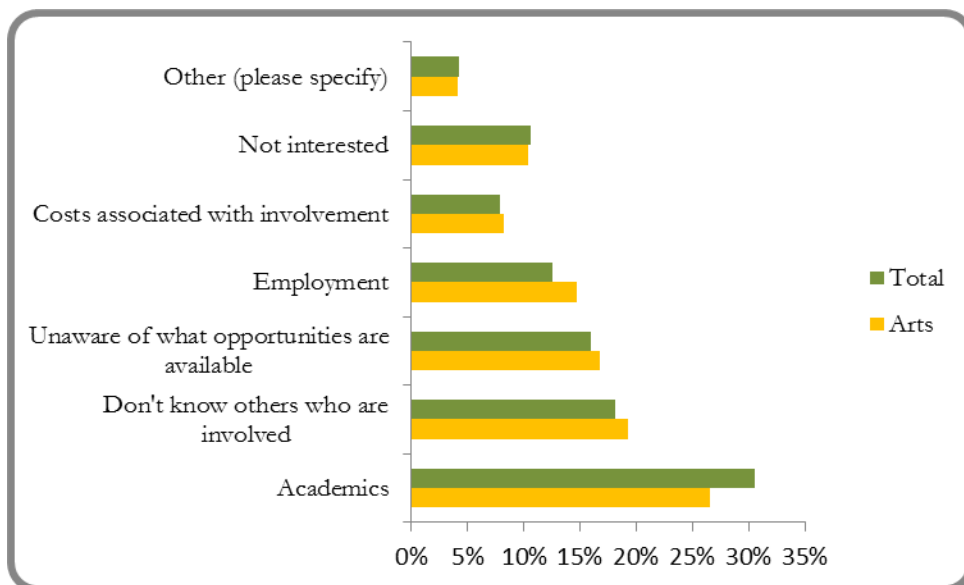
Are you involved in a student group/organization on campus?



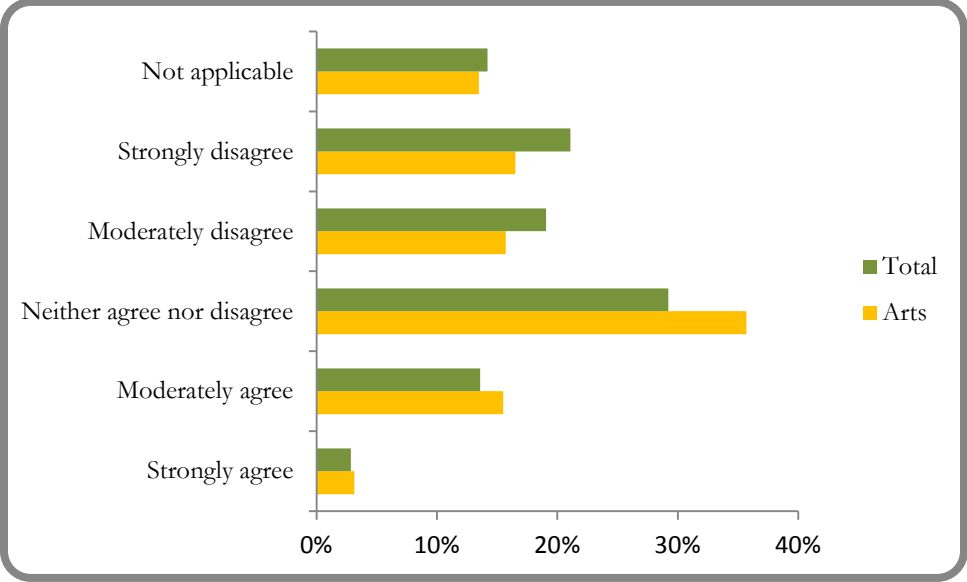
How did you get involved with these campus organizations/activities? (Check all that apply)



What is stopping you from getting involved with campus organizations/activities? (Check all that apply)



Please indicate your level of agreement with the following statement: With the implementation of a new Assessment and Grading Policy in 2012, I have a better understand of how my grades are determined.



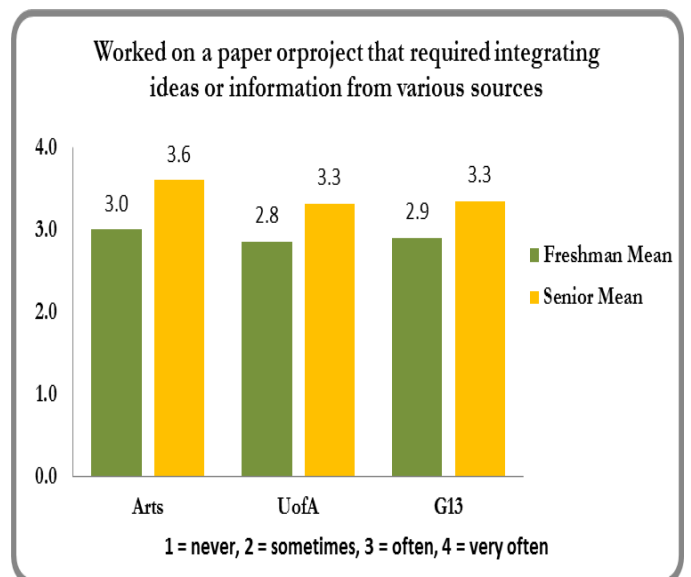
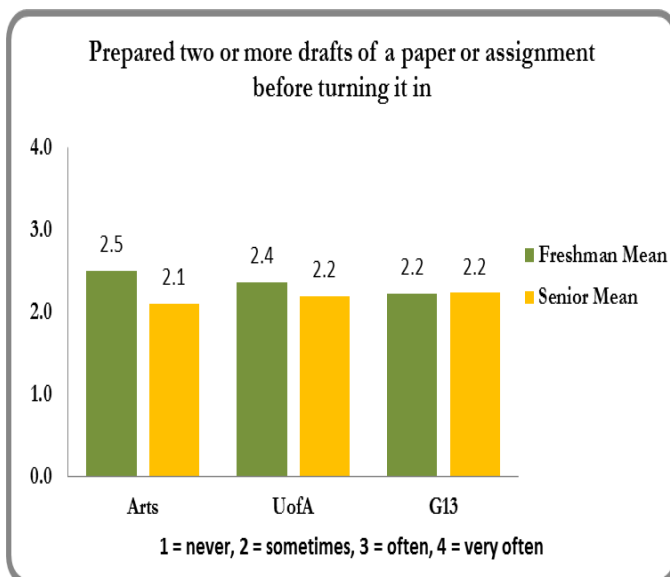
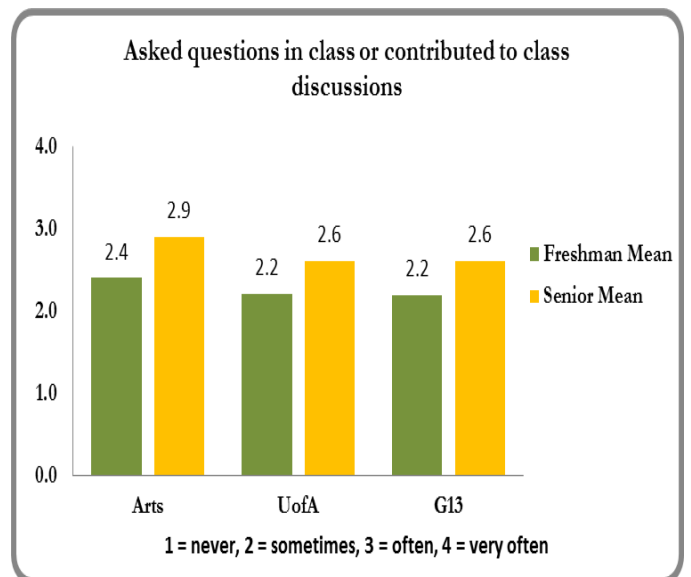
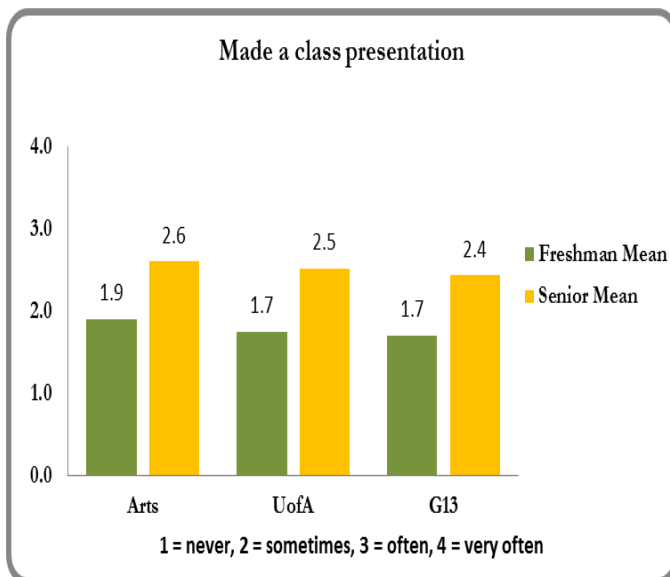
**2011 National Survey of Student Engagement
Comparators Summary for the
Bachelor of Arts Curriculum Review**

INTRODUCTION

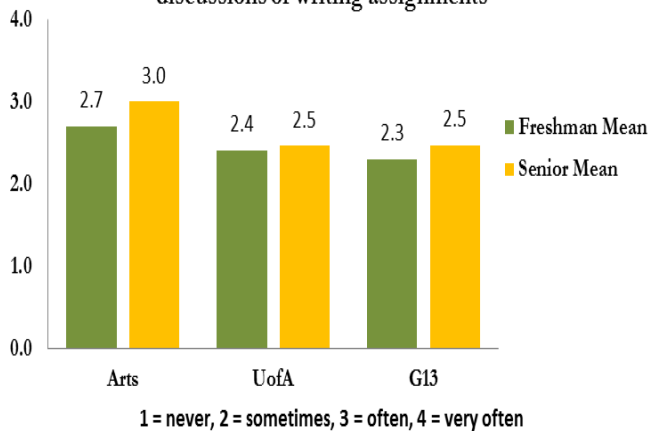
The below results are from the National Survey of Student Engagement (NSSE) administered at the University of Alberta in 2011. In total there were 1846 participants, 829 of which were from the Faculty of Arts. The results below show comparisons between respondents from the Faculty of Arts, all University of Alberta respondents, and the G13 average.

QUESTIONS

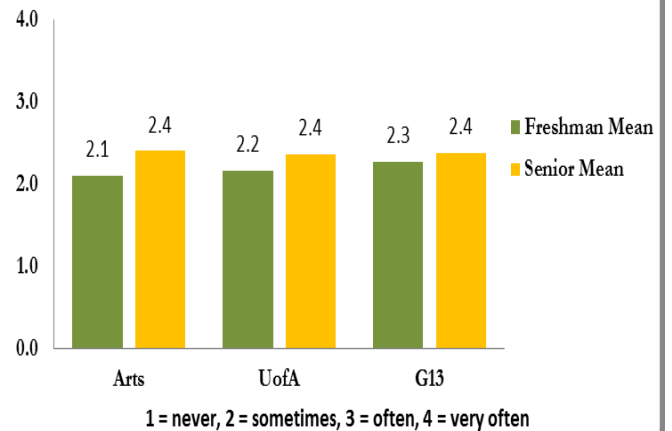
Q.1 In your experience at your institution during the current school year, about how often have you done each of the following?



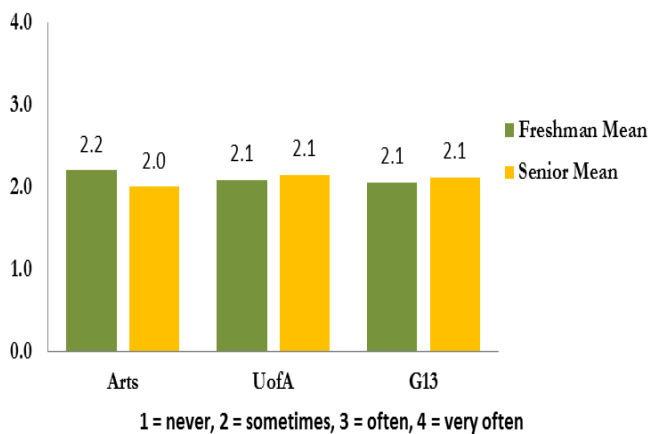
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments



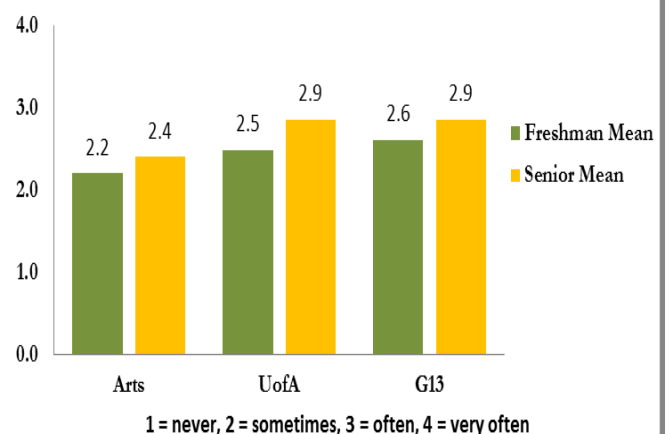
Come to class without completing readings or assignments



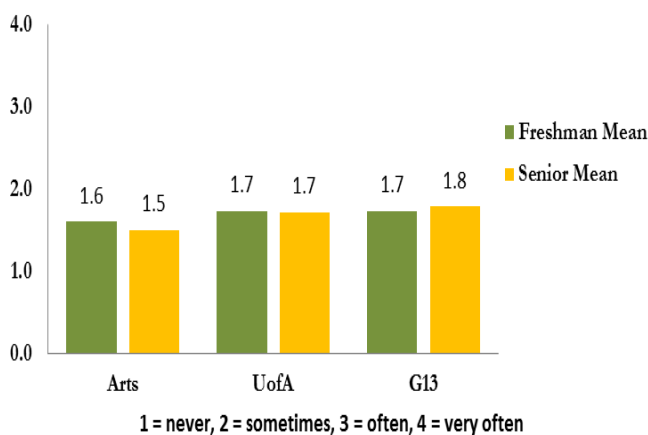
Worked with other students on projects DURING CLASS



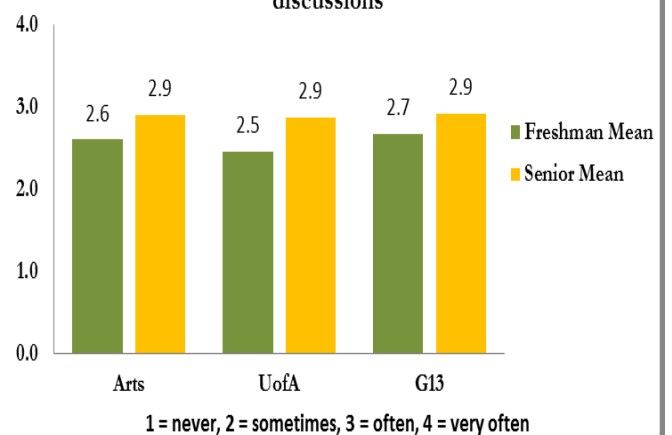
Worked with classmates OUTSIDE OF CLASS to prepare class assignments



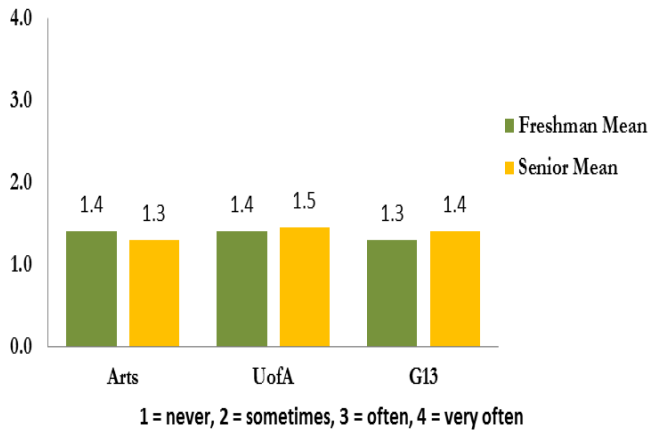
Tutored or taught other students (paid or voluntary)



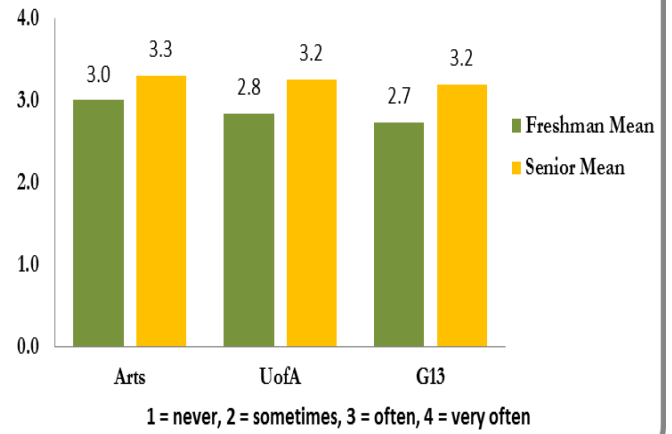
Put together ideas or concepts from different courses when completing assignments or during class discussions



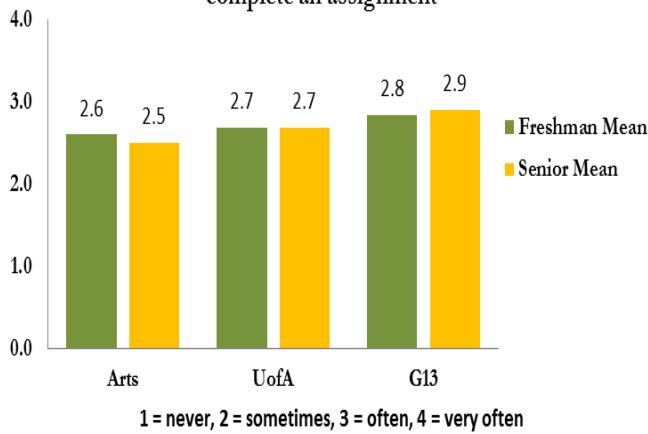
Participated in a community-based project (e.g., service learning) as part of a regular course



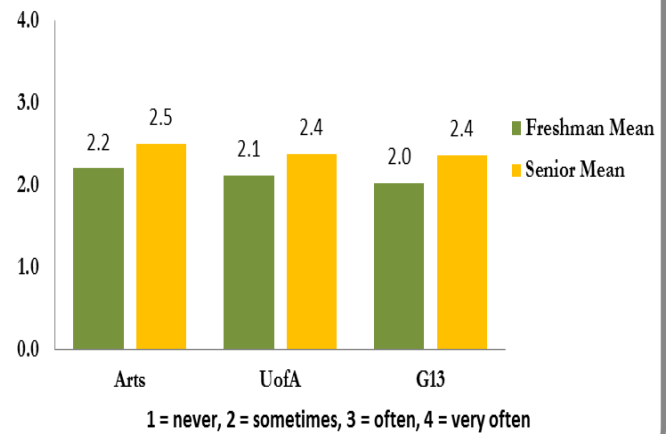
Used e-mail to communicate with an instructor



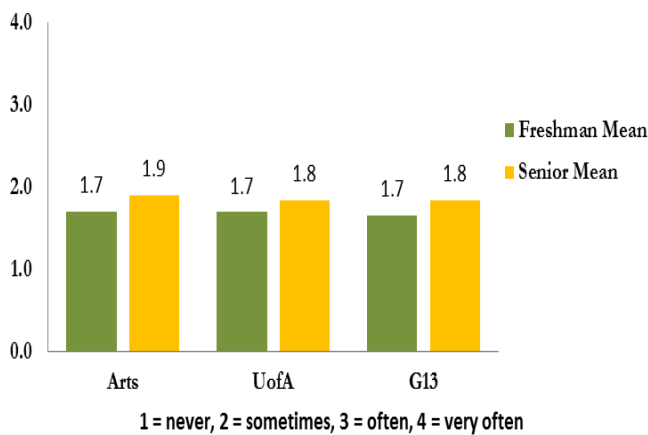
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment



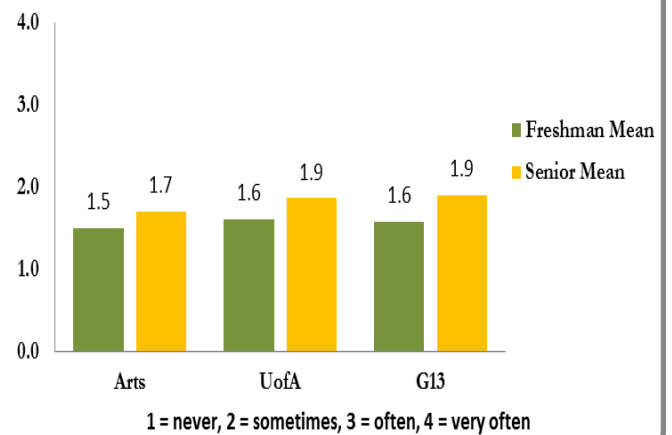
Discussed grades or assignments with an instructor



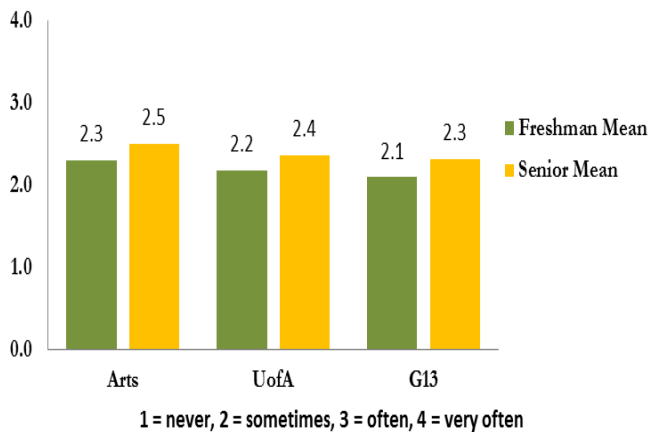
Discussed ideas from your readings or classes with faculty members outside of class



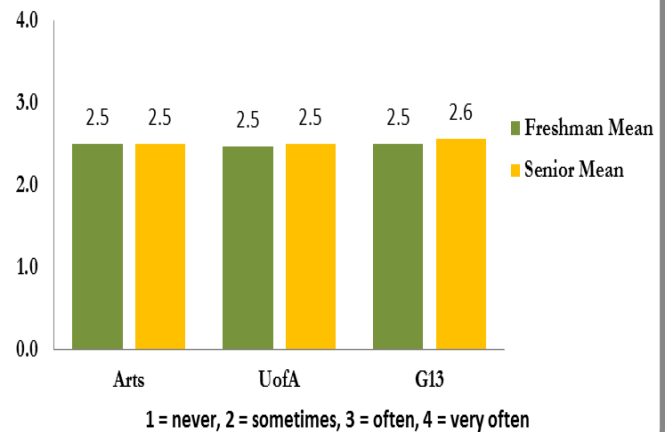
Talked about career plans with a faculty member or advisor



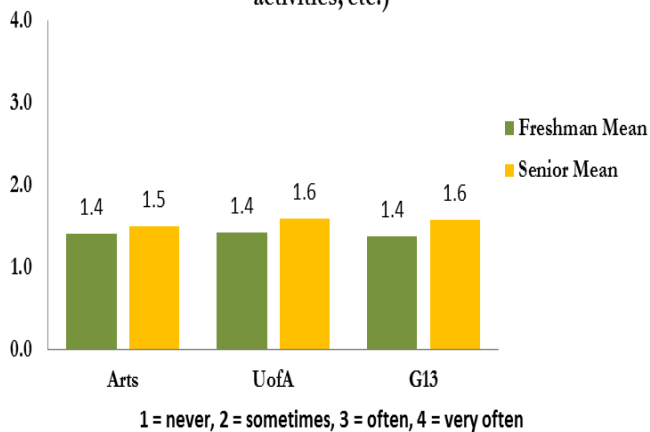
Received prompt written or oral feedback from faculty on your academic performance



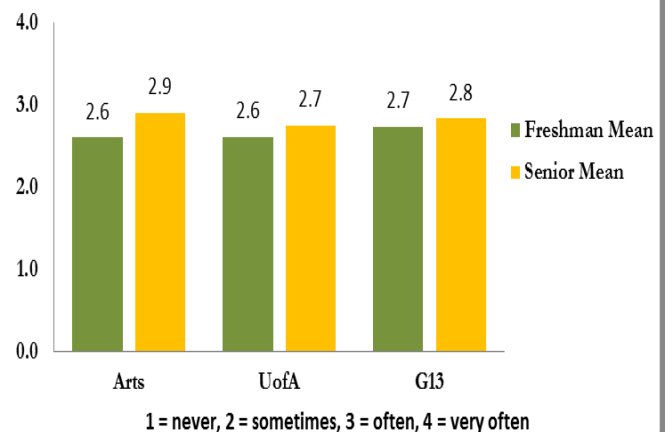
Worked harder than you thought you could to meet an instructor's standards or expectations



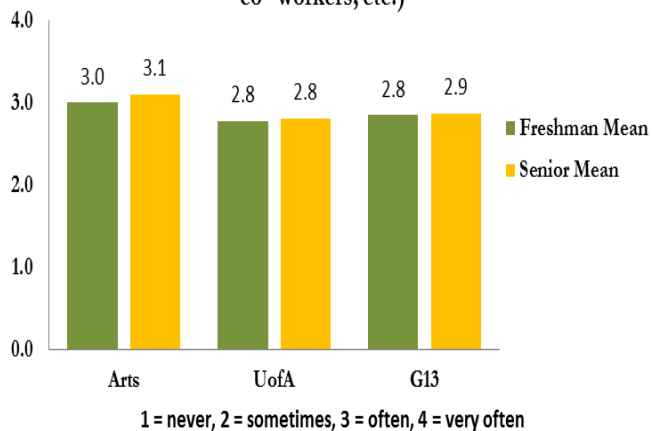
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)



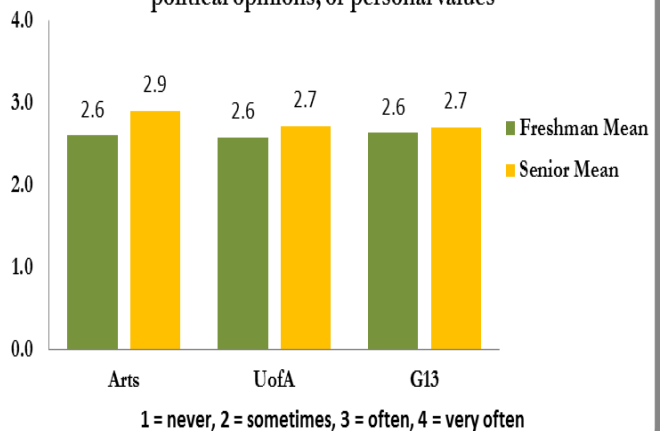
Had serious conversations with students of a different race or ethnicity than your own



Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

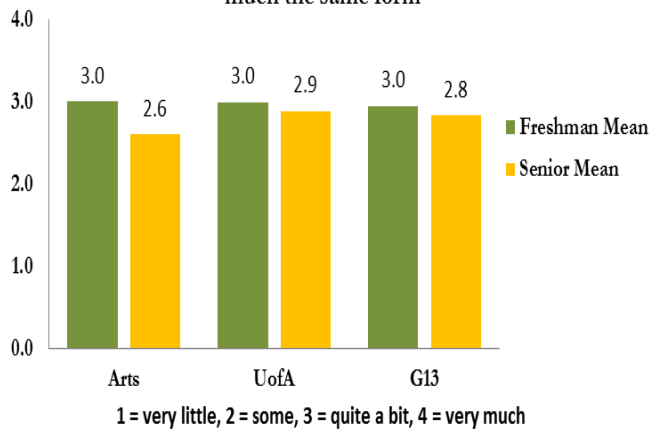


Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values

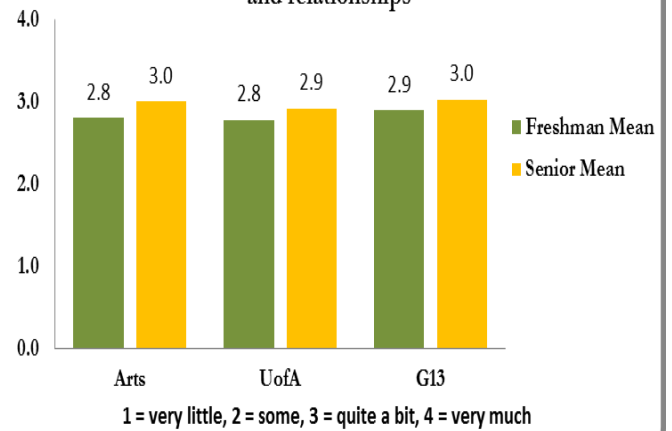


Q.2 During the current school year, how much has your coursework emphasized the following mental activities?

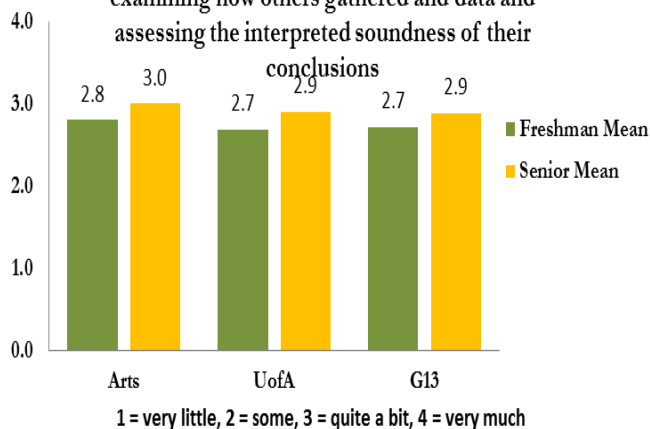
MEMORIZING facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form



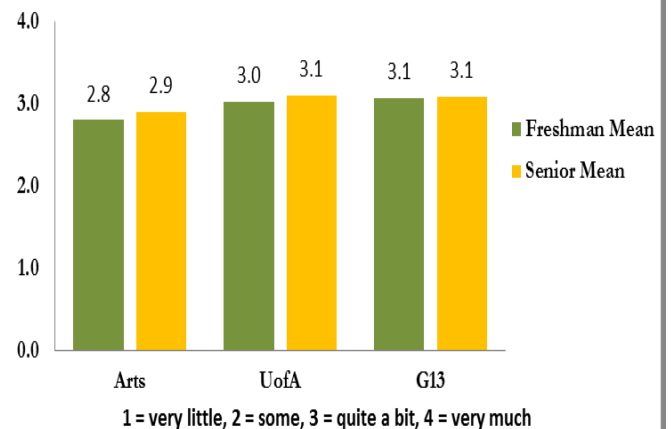
SYNTHESIZING and organizing ideas, information, or experiences into new, more complex interpretations and relationships

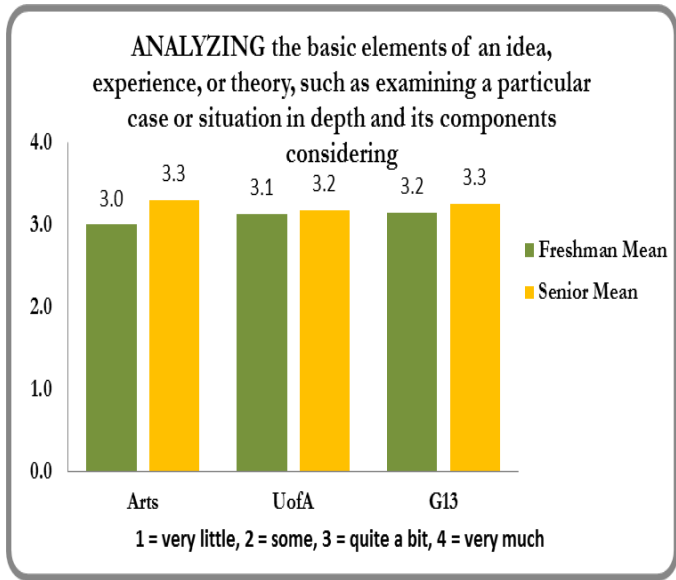


MAKING JUDGMENTS about the value of information, arguments, or methods, such as examining how others gathered and data and assessing the interpreted soundness of their conclusions

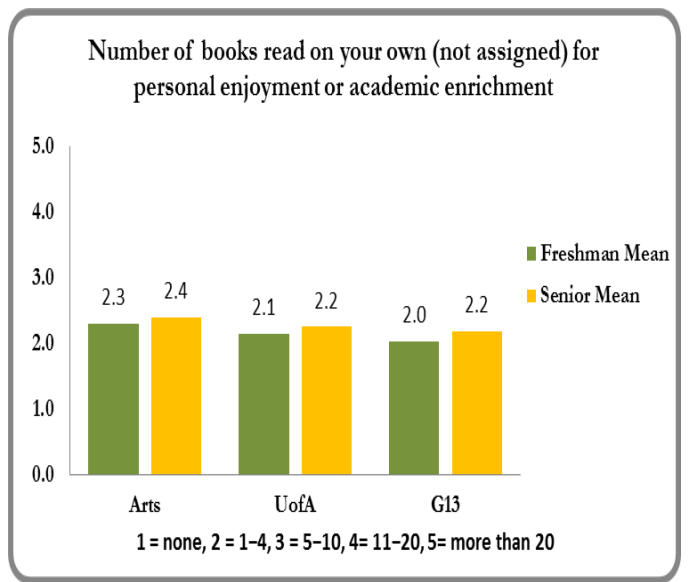
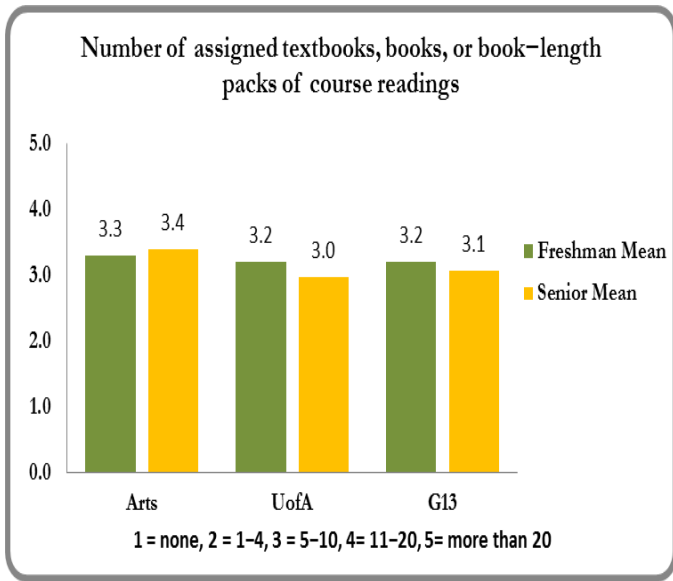


APPLYING theories or concepts to practical problems or in new situations

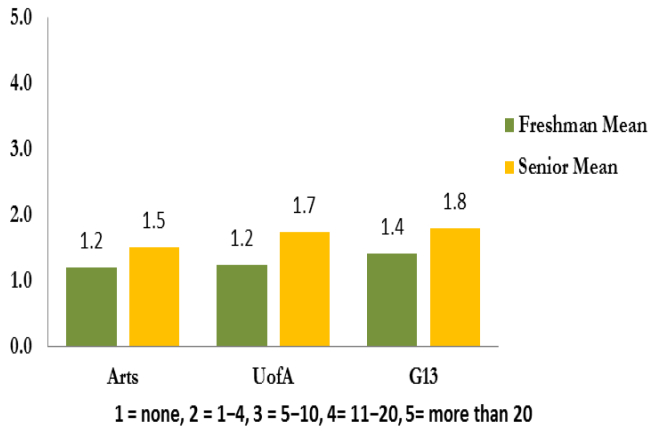




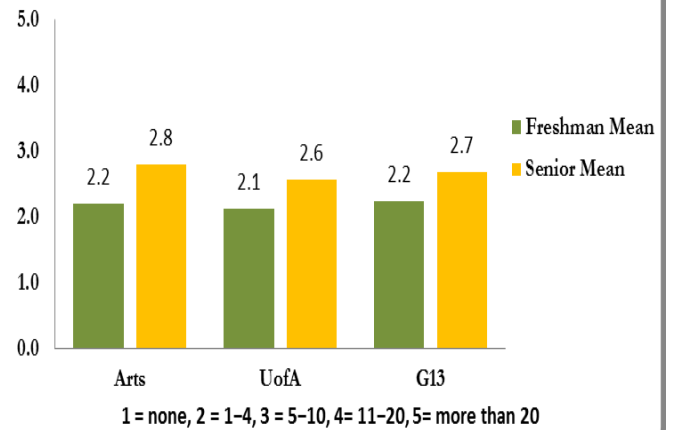
Q.3 During the current school year, about how much reading and writing have you done?



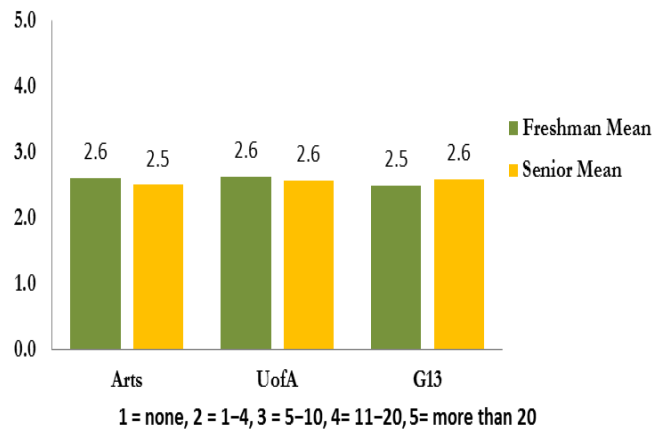
Number of written papers or reports of 20 PAGES OR MORE



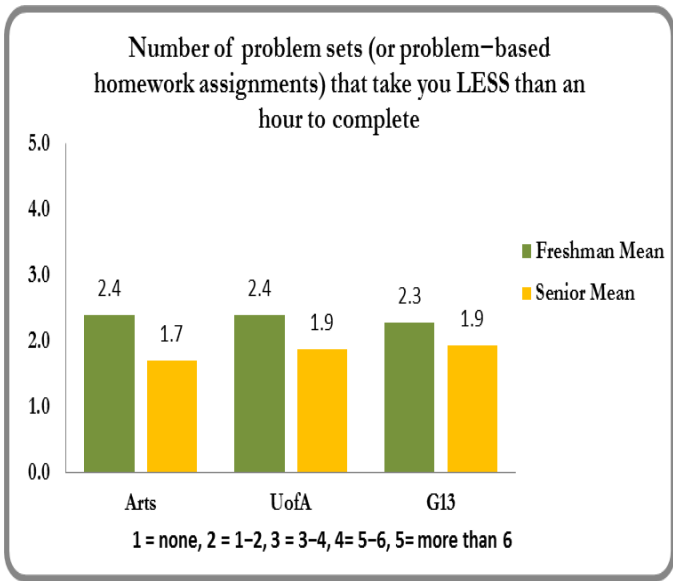
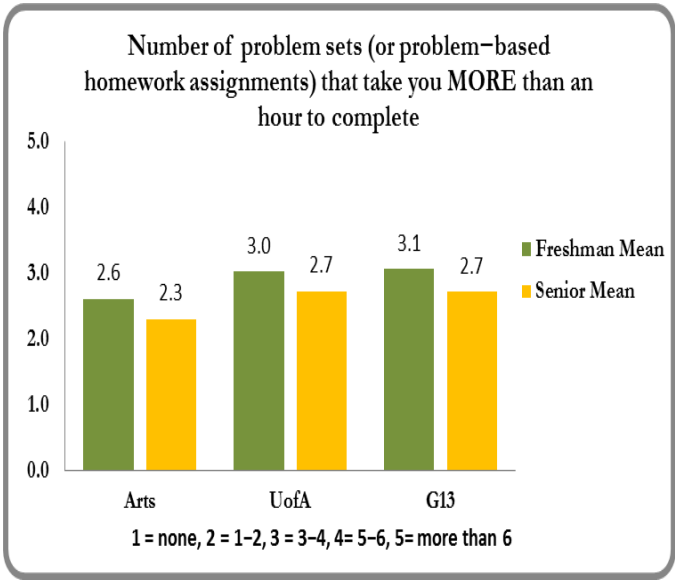
Number of written papers or reports BETWEEN 5 AND 19 PAGES



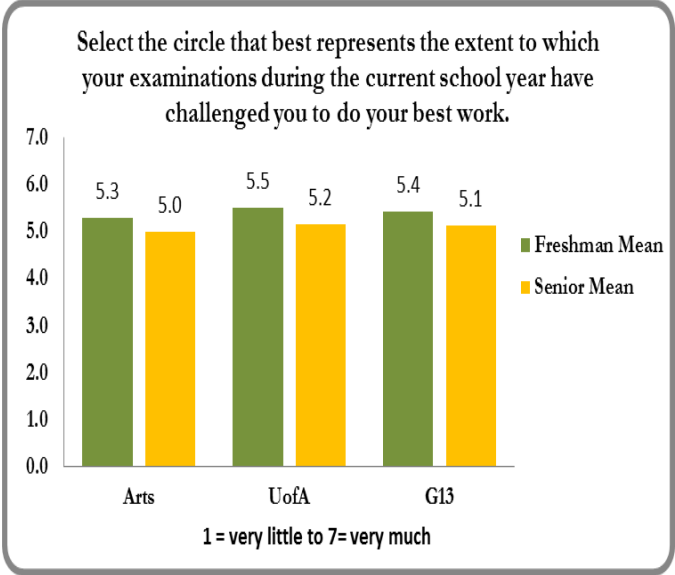
Number of written papers or reports of FEWER THAN 5 PAGES



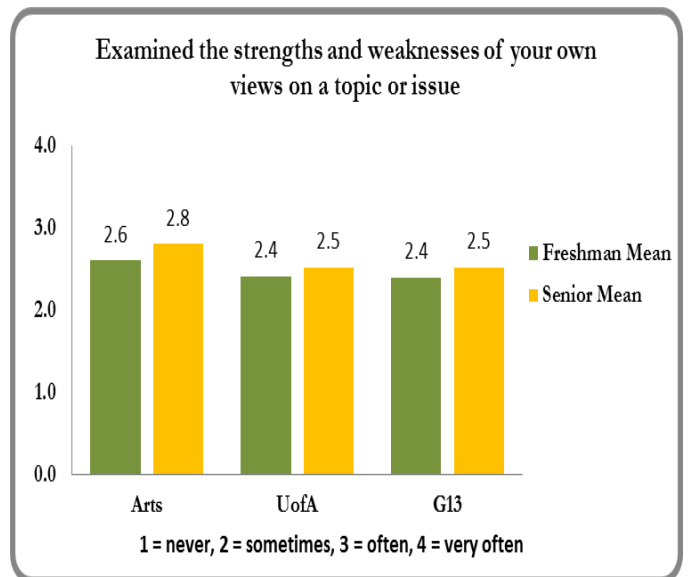
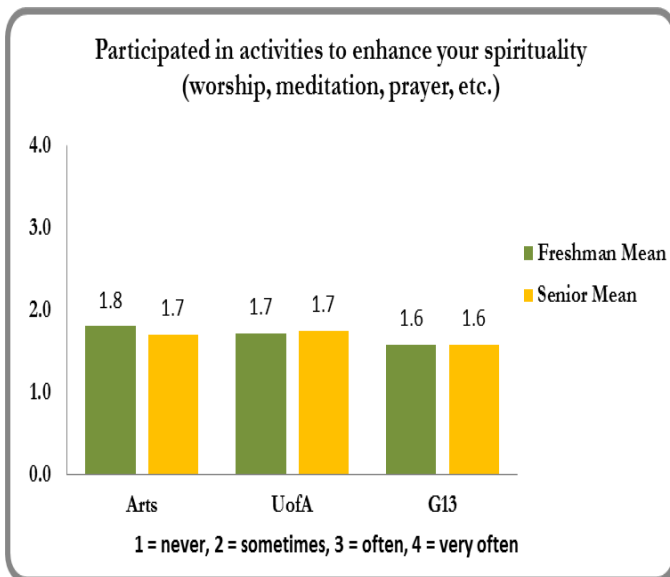
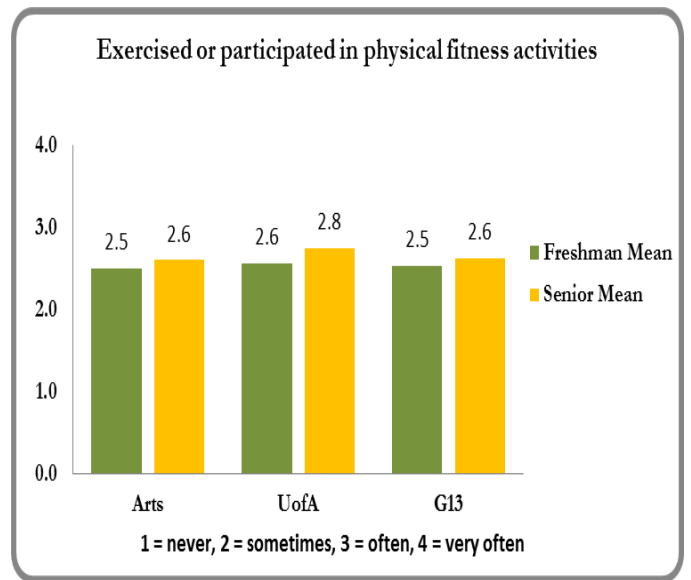
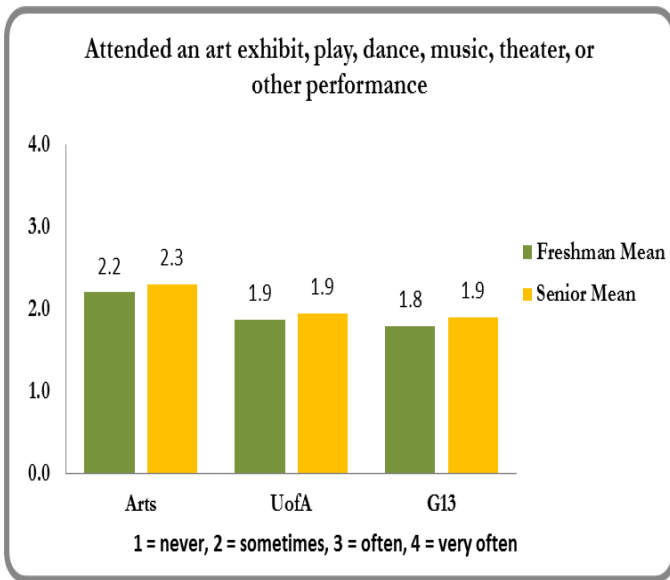
Q.4 In a typical week, how many homework problem sets do you complete?

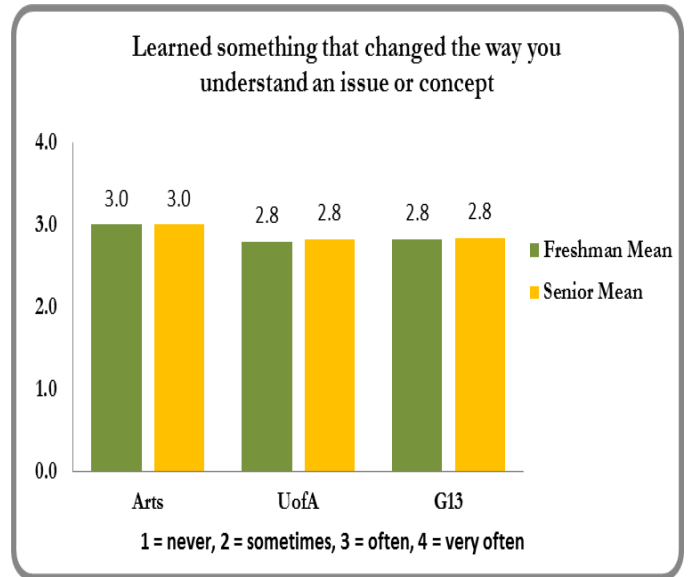
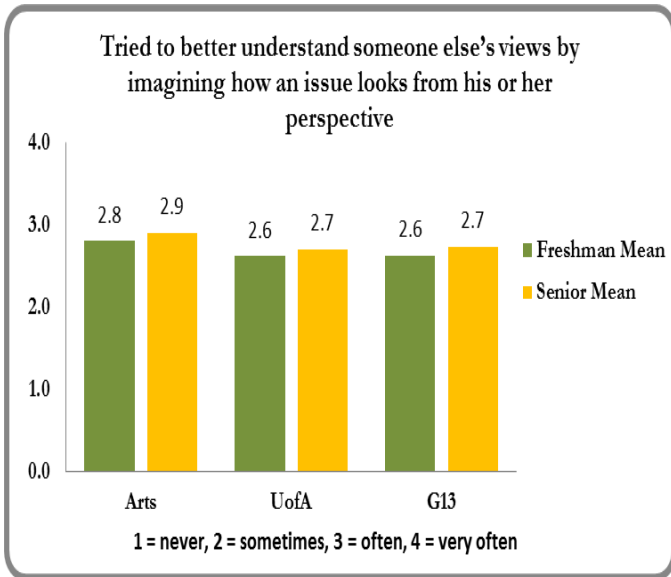


Q.5 Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work.



Q.6 During the current school year, about how often have you done each of the following?

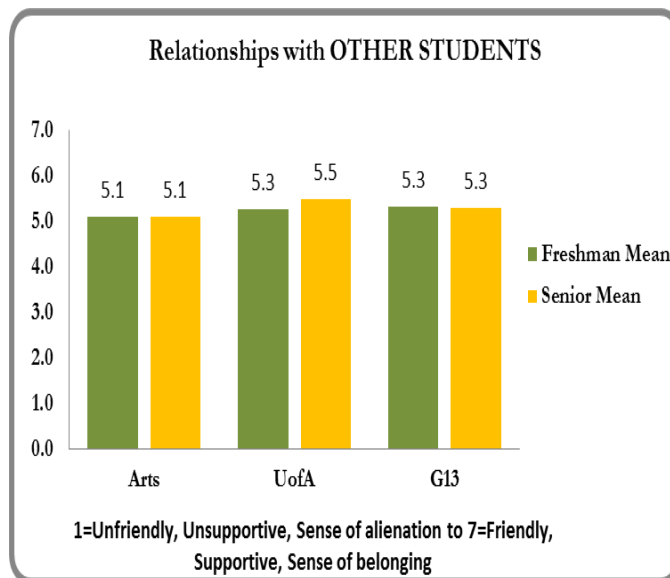


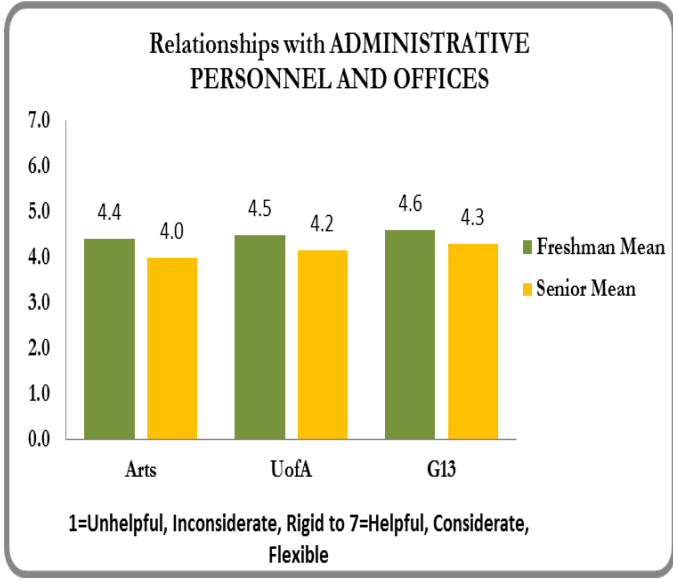
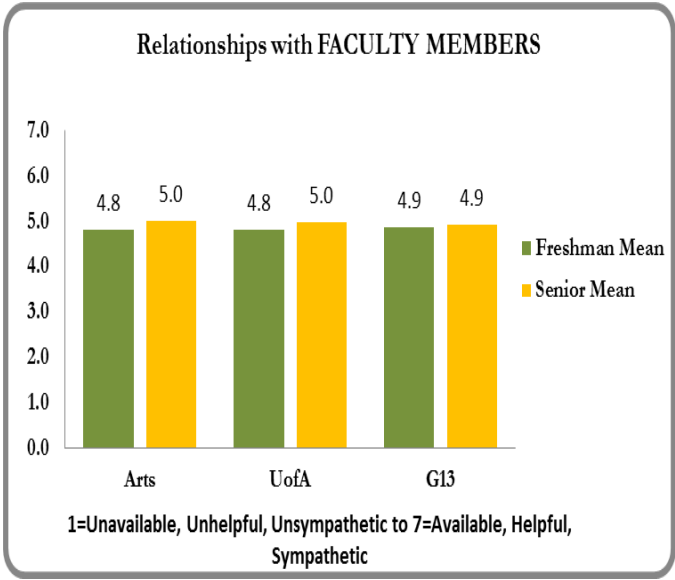


Q.7 Which of the following have you done or do you plan to do before you graduate from your institution?

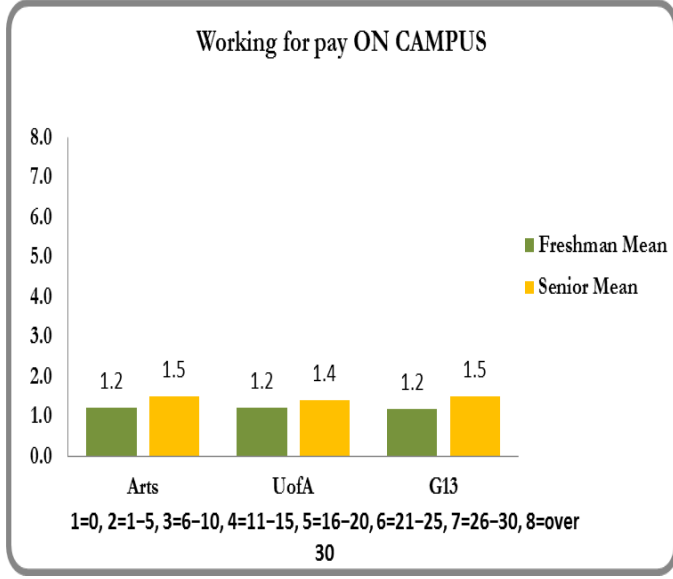
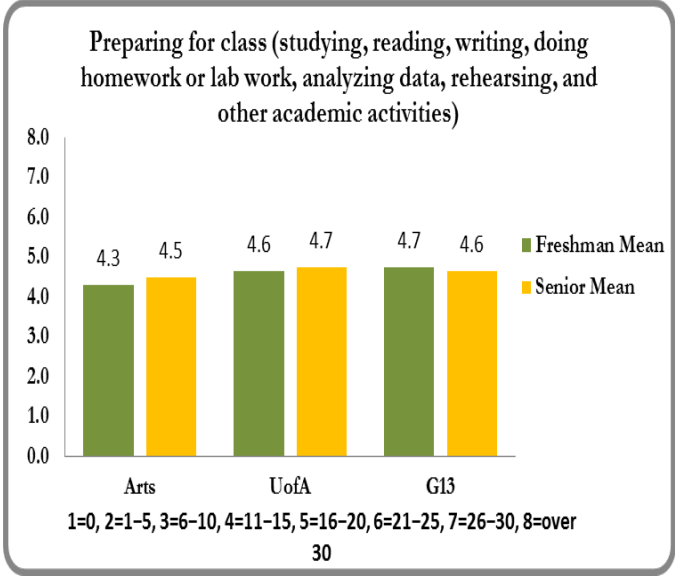
****Incomparable Results****

Q.8 Mark the box that best represents the quality of your relationships with people at your institution.

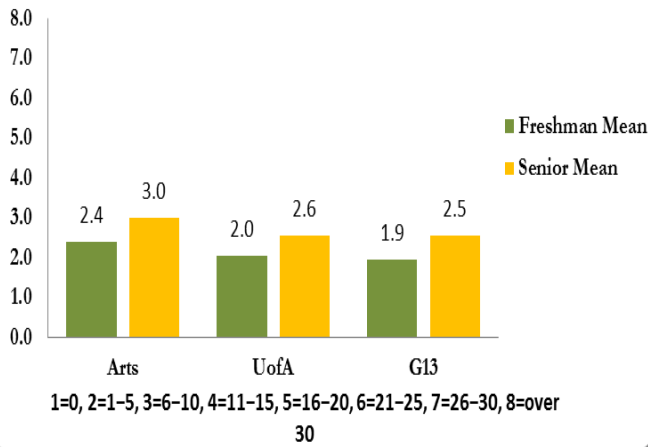




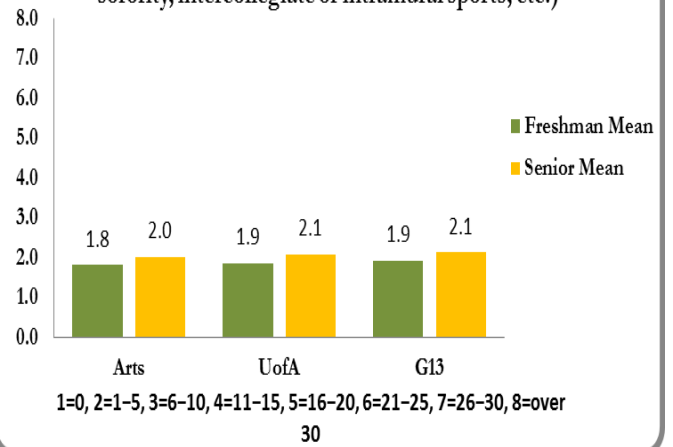
Q.9 About how many hours do you spend in a typical 7-day week doing each of the following?



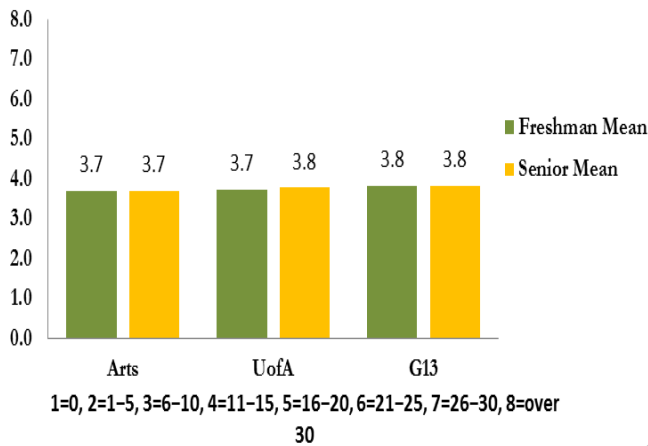
Working for pay OFF CAMPUS



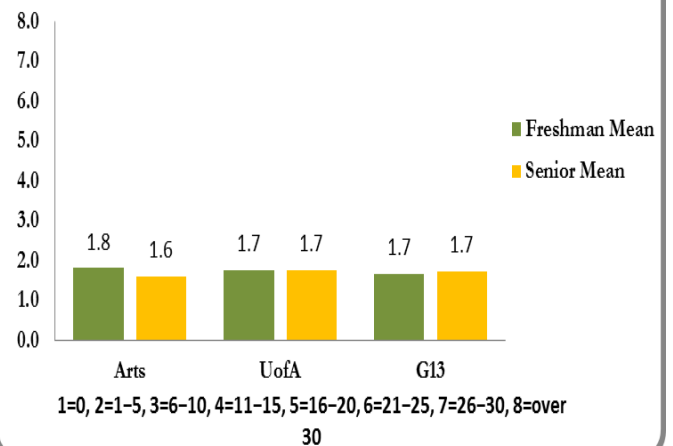
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)



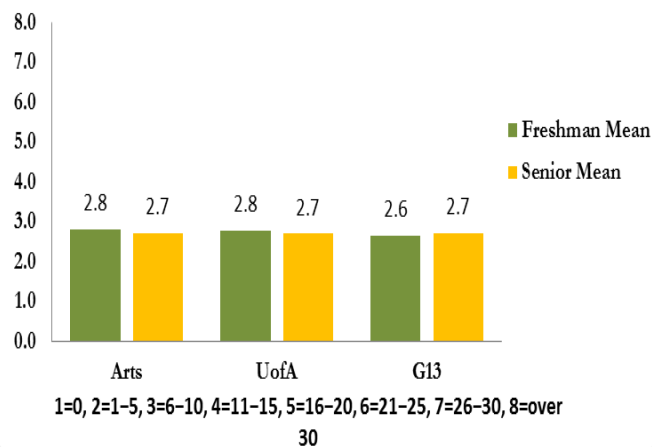
Relaxing and socializing (watching TV, partying, etc.)



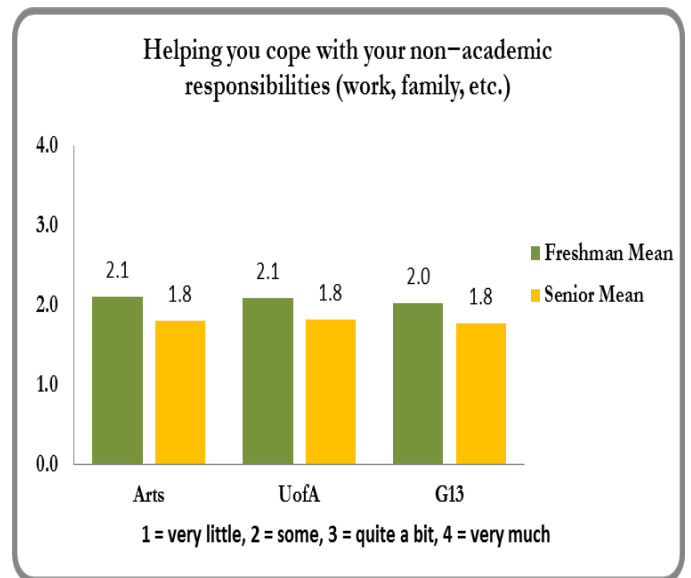
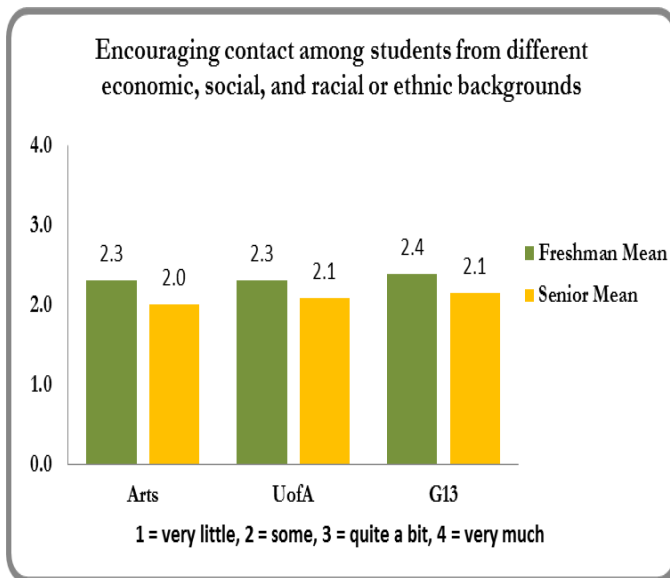
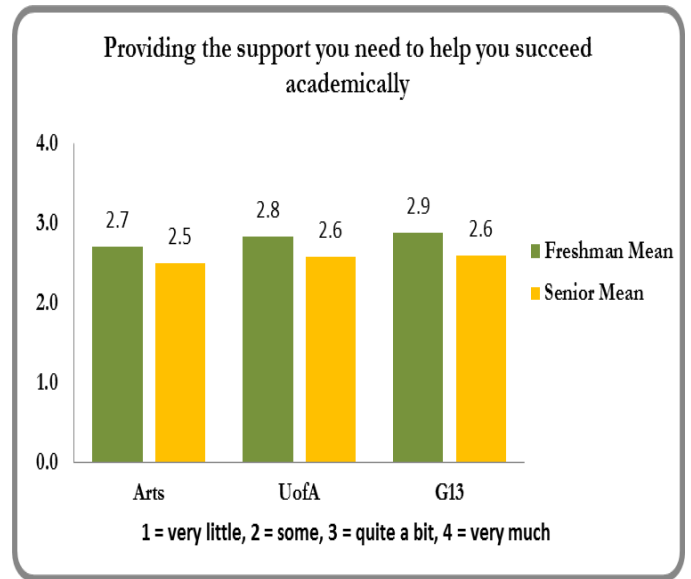
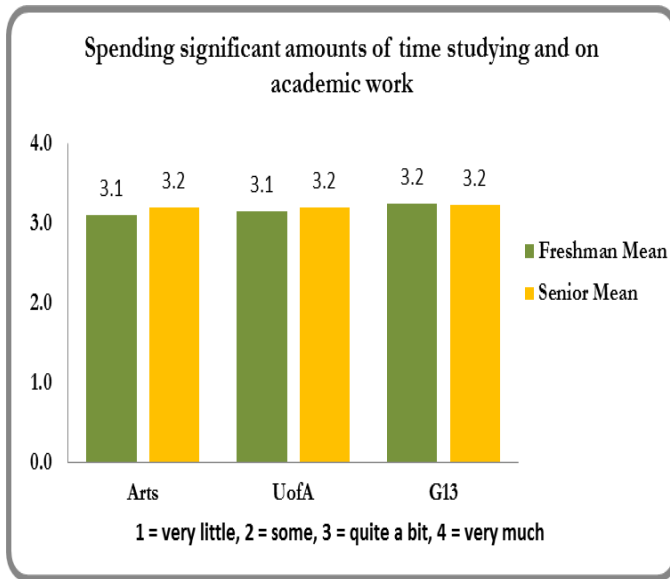
Providing care for dependents living with you (parents, children, spouse, etc.)

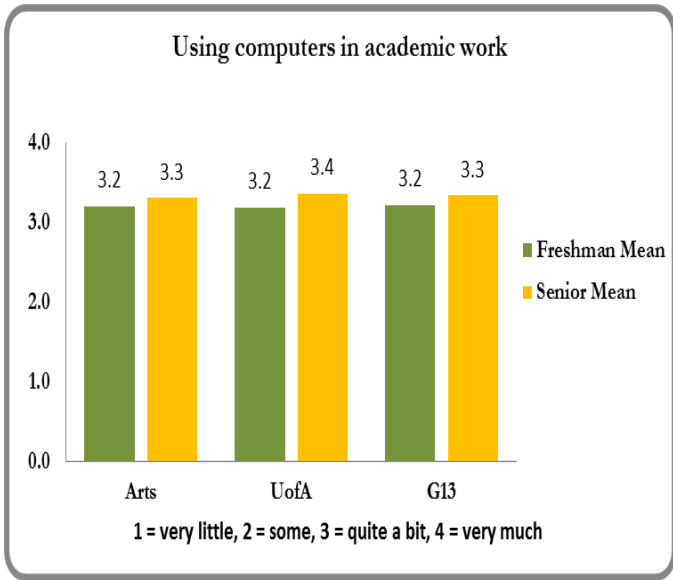
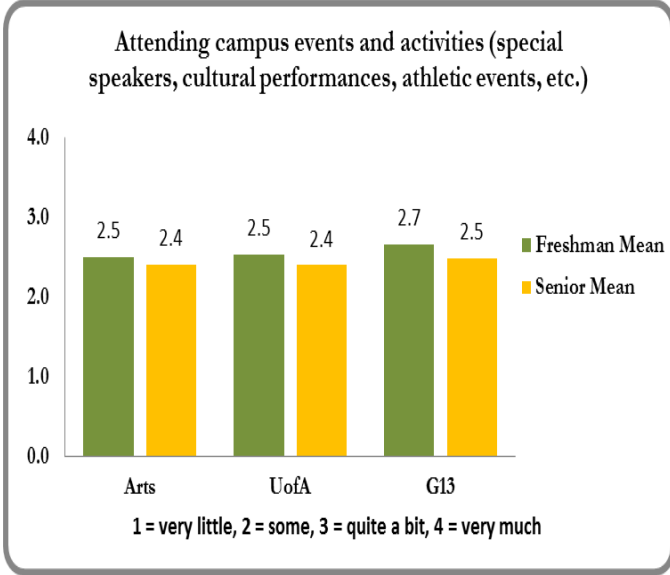
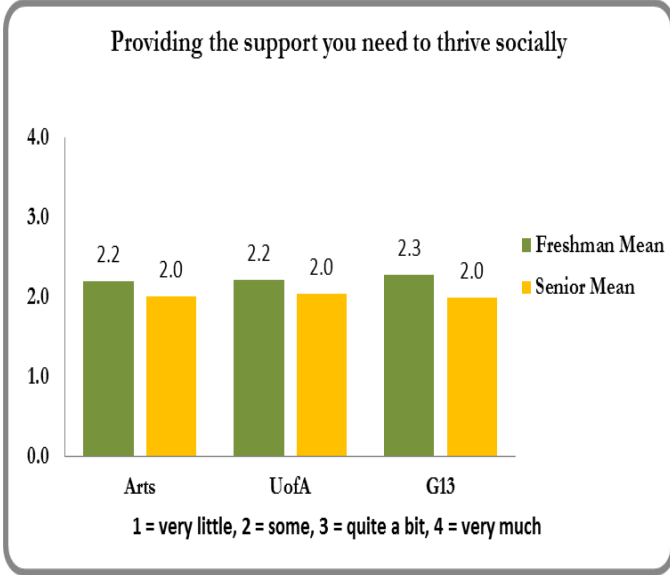


Commuting to class (driving, walking, etc.)



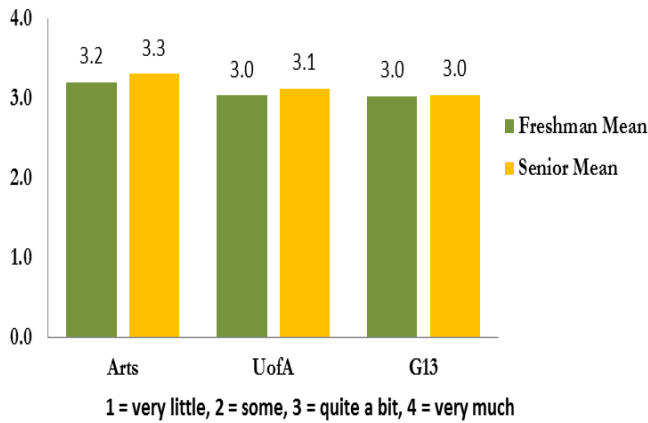
Q. 10 To what extent does your institution emphasize each of the following?



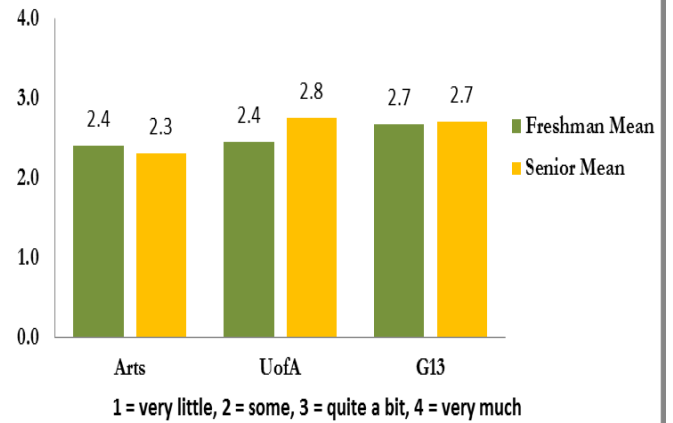


Q.11 To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

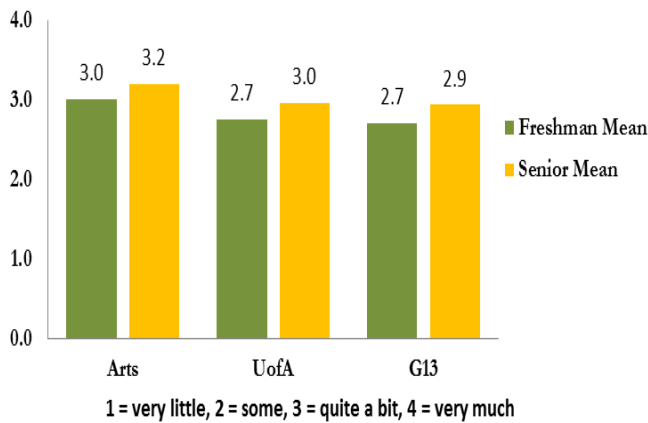
Acquiring a broad general education



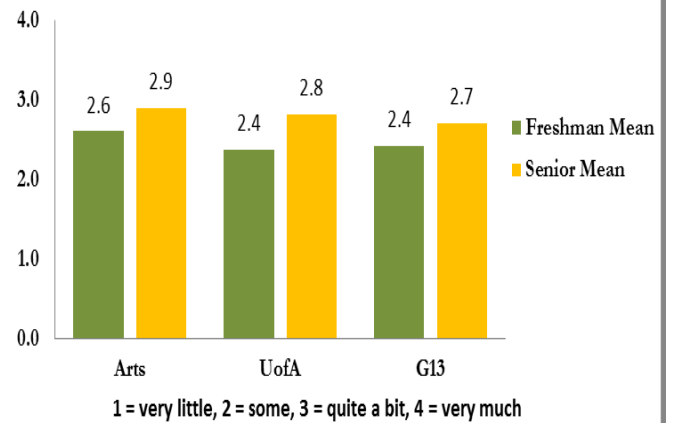
Acquiring job or work-related knowledge and skills



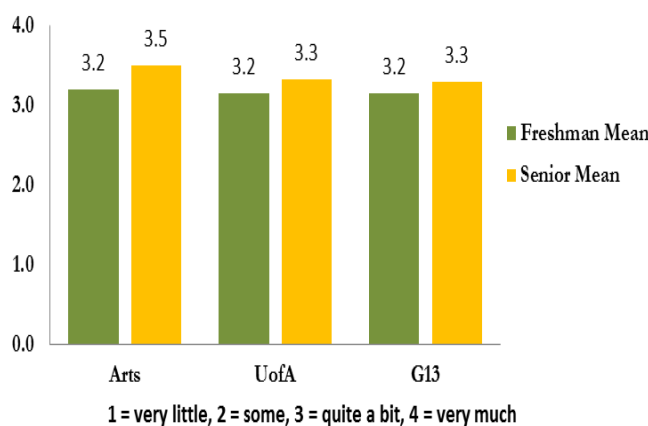
Writing clearly and effectively



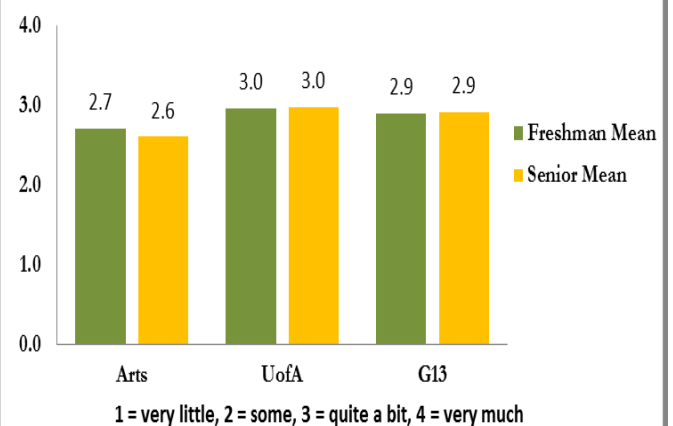
Speaking clearly and effectively



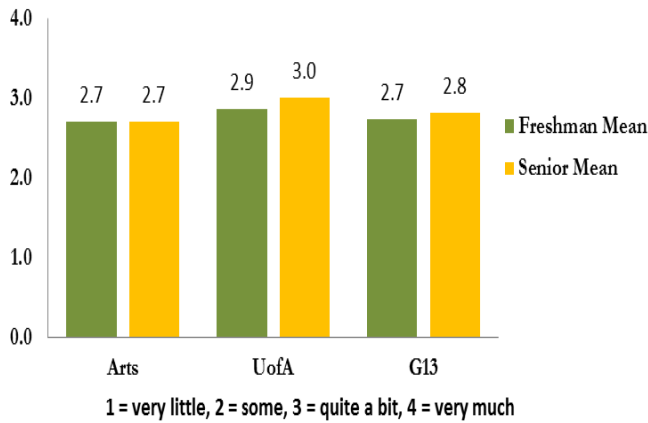
Thinking critically and analytically



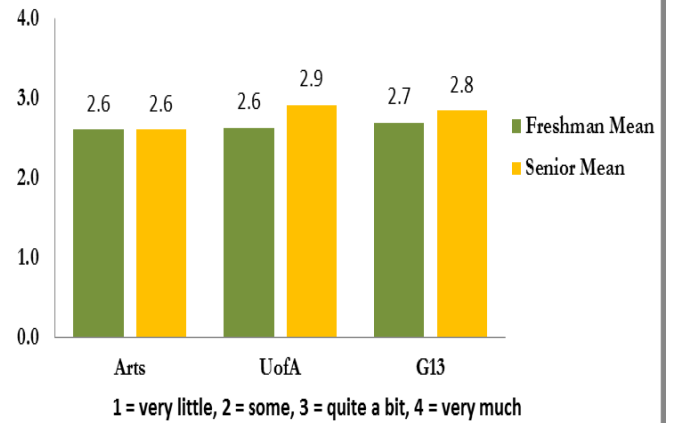
Analyzing quantitative problems



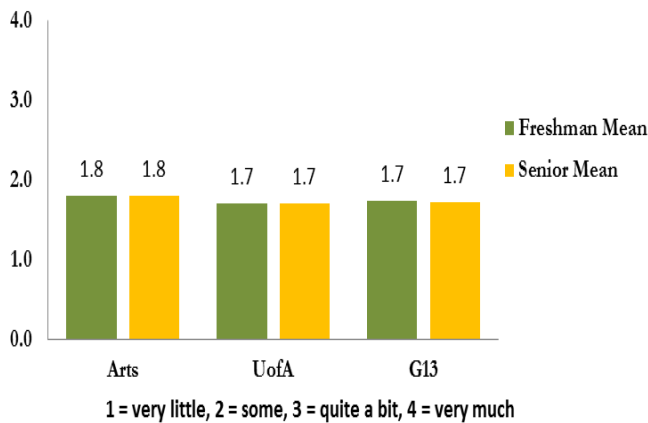
Using computing and information technology



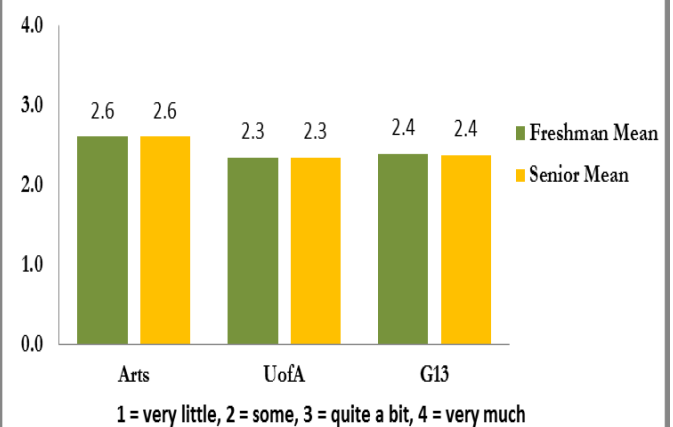
Working effectively with others



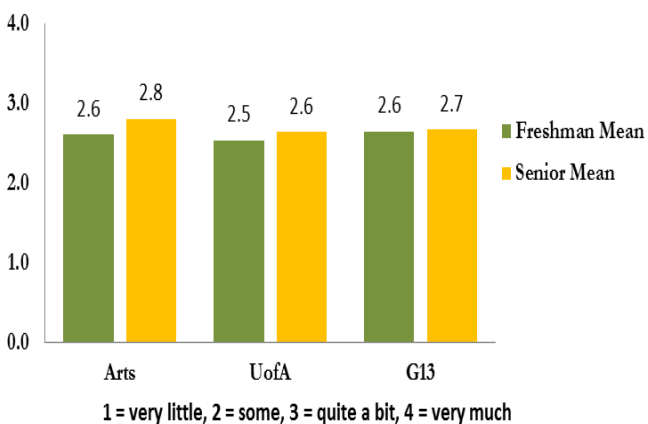
Voting in local, state (provincial), or national (federal) elections



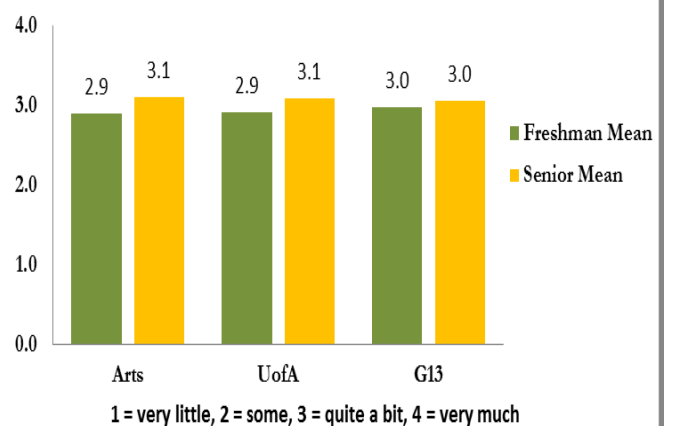
Understanding people of other racial and ethnic backgrounds



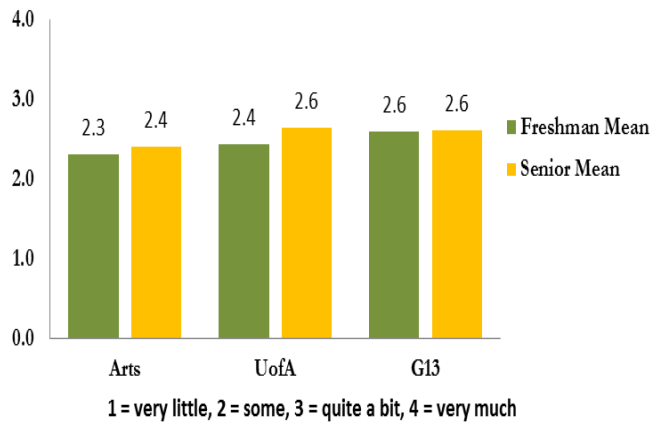
Understanding yourself



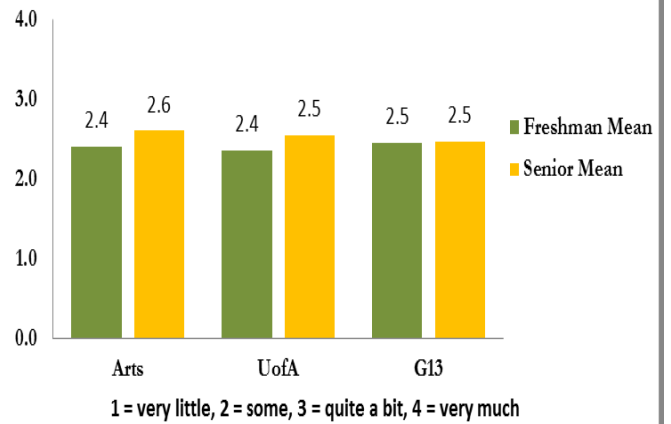
Learning effectively on your own



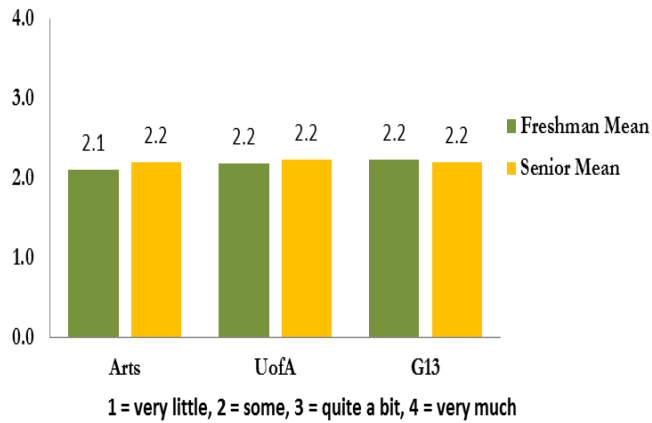
Solving complex real-world problems



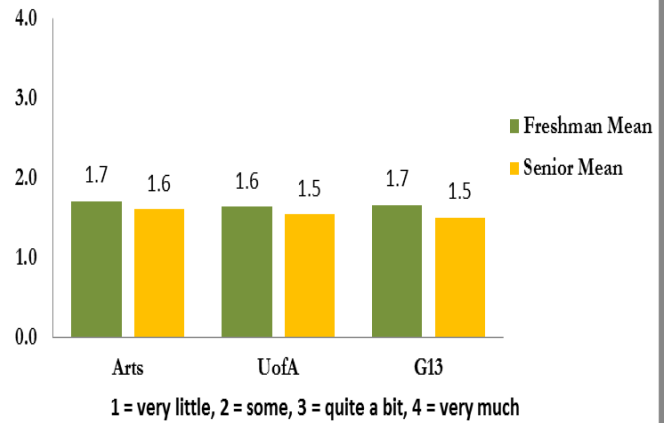
Developing a personal code of values and ethics



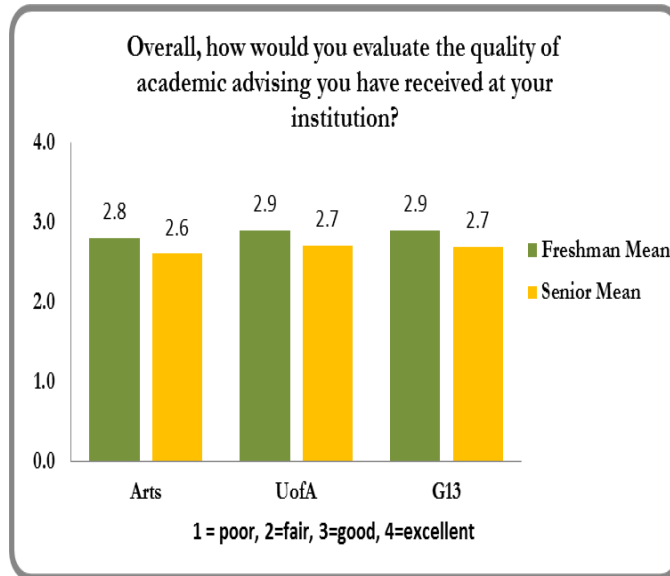
Contributing to the welfare of your community



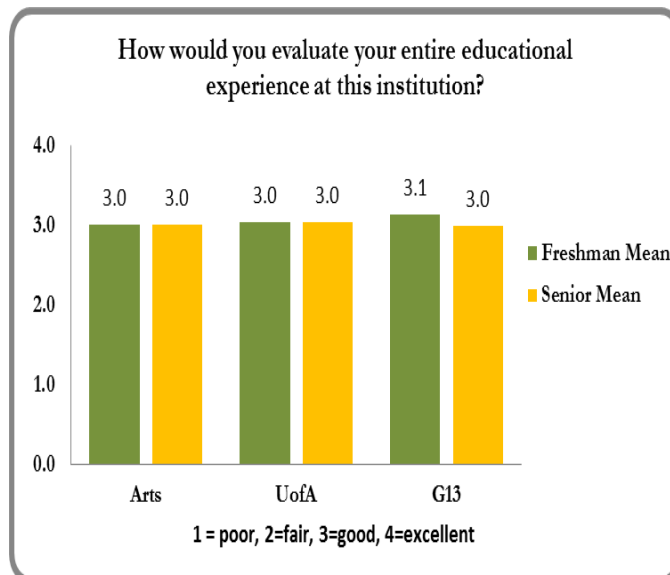
Developing a deepened sense of spirituality



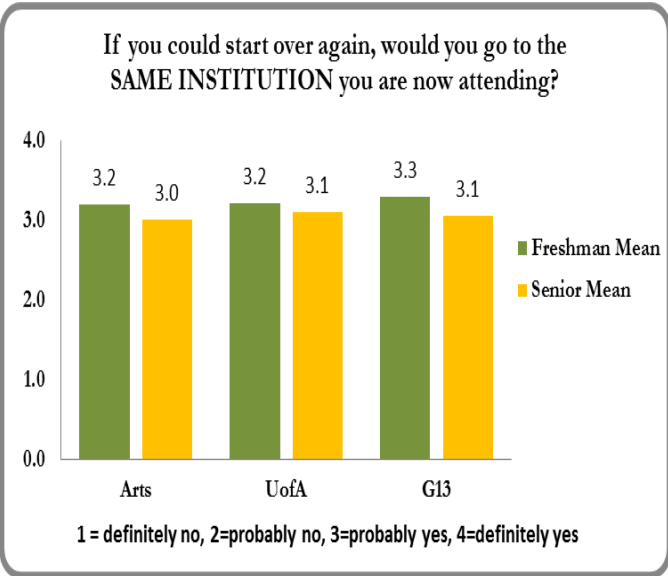
Q.12 Overall, how would you evaluate the quality of academic advising you have received at your institution?



Q. 13 How would you evaluate your entire educational experience at this institution?



Q. 14 If you could start over again, would you go to the same institution you are now attending?



**2011 National Survey of Student Engagement
Summary for
Bachelor of Arts Curriculum Review**

INTRODUCTION

The below results are from the National Survey of Student Engagement (NSSE) administered at the University of Alberta in 2011. In total there were 1846 participants, 829 of which were from the Faculty of Arts. These are the results for respondents from the Faculty of Arts.

DEMOGRAPHICS OF RESPONDENTS

Personal Traits

Ethno-Cultural Background			
	Freshman (1st year)	Senior (4th year)	Total
White	69%	83%	76%
North American Indian	2%	1%	2%
Metis	2%	1%	2%
Inuit	0%	0%	0%
Chinese	22%	9%	15%
South Asian	4%	3%	4%
Black	2%	2%	2%
Filipino	2%	1%	1%
Latin American	2%	2%	2%
Southeast Asian	1%	1%	1%
Arab	1%	1%	1%
West Asian	0%	0%	0%
Japanese	0%	1%	0%
Korean	0%	0%	0%
Other	5%	3%	4%

Respondent Age			
	Freshman (1st year)	Senior (4th year)	Total
19 or Younger	85%	0%	44%
20–23	13%	75%	43%
24–29	1%	22%	12%
30–39	1%	1%	1%
40–55	0%	1%	1%
Over 55	0%	0%	0%

Gender			
	Freshman (1st year)	Senior (4th year)	Total
Male	26%	28%	27%
Female	74%	72%	73%

Canadian Citizenship			
	Freshman (1st year)	Senior (4th year)	Total
No	18%	6%	12%
Yes	82%	94%	88%

Academic Status

Student Reported Classification			
	Institution Reported: Freshman (1st year)	Institution Reported: Senior (4th year)	Total
Freshman/first- Year	94%	0%	48%
Sophomore/2nd year	6%	0%	3%
Junior/3rd year	0%	0%	0%
Senior/4th year	0%	94%	46%
Unclassified	0%	5%	3%

Student Status			
	Freshman (1st year)	Senior (4th year)	Total
Less than full time	2%	8%	5%
Fulltime	98%	92%	95%

Primary Major			
	Freshman (1st year)	Senior (4th year)	Total
Arts and Humanities	36%	48%	42%
Biological Sciences	3%	1%	2%
Business	13%	0%	7%
Education	6%	1%	3%
Engineering	0%	0%	0%
Physical Sciences	1%	0%	1%
Other Professions	1%	0%	1%
Social Sciences	36%	47%	41%
Other	2%	4%	3%
Undecided	2%	0%	1%

Secondary Major			
	Freshman (1st year)	Senior (4th year)	Total
Arts and Humanities	35%	44%	40%
Biological Sciences	5%	2%	3%
Business	17%	1%	9%
Education	4%	3%	3%
Engineering	1%	0%	0%
Physical Sciences	5%	2%	3%
Other Professions	0%	0%	0%
Social Sciences	31%	47%	39%
Other	1%	2%	1%
Undecided	2%	0%	1%

Parents Educational Attainment

Educational Attainment of Father			
	Freshman (1st year)	Senior (4th year)	Total
Did not finish high school	7%	9%	8%
Graduated from high school	19%	15%	17%
Some or completed college or CEGEP	18%	22%	20%
Attended University without earning degree	5%	6%	6%
Completed a bachelor's degree (B.A., B.Sc., etc.)	32%	25%	28%
Completed a master's degree (M.A., M.Sc., etc.)	14%	16%	15%
Completed a doctoral degree (Ph.D., J.D., M.D., etc.)	4%	8%	6%

Educational Attainment of Mother			
	Freshman (1st year)	Senior (4th year)	Total
Did not finish high school	5%	6%	5%
Graduated from high school	15%	20%	17%
Some or completed college or CEGEP	26%	21%	24%
Attended University without earning degree	6%	3%	5%
Completed a bachelor's degree (B.A., B.Sc., etc.)	35%	35%	35%
Completed a master's degree (M.A., M.Sc., etc.)	11%	12%	11%
Completed a doctoral degree (Ph.D., J.D., M.D., etc.)	2%	3%	2%

Academic Background

Other Educational Institutes Attended			
	Freshman (1st year)	Senior (4th year)	Total
Community college (vocational or technical courses not at university level)	3%	5%	4%
Community college (university credit/transfer courses)	3%	23%	13%
University other than this one	5%	19%	12%
CEGEP (general or pre-university program)	1%	2%	1%
CEGEP (professional or technical program)	0%	1%	0%
Private training institution	1%	2%	2%
Another School, not listed above	6%	5%	5%
Did Not Attend Other Schools than U of A	84%	55%	70%

Institution Started At			
	Freshman (1st year)	Senior (4th year)	Total
Started Here	96%	69%	83%
Started Elsewhere	4%	31%	17%

Grades Up Until Now			
	Freshman (1st year)	Senior (4th year)	Total
C- or lower	1%	0%	1%
C	6%	1%	4%
C+	9%	3%	6%
B-	15%	9%	12%
B	21%	23%	22%
B+	28%	27%	28%
A-	14%	23%	18%
A	5%	13%	9%

Extra- Curricular Information

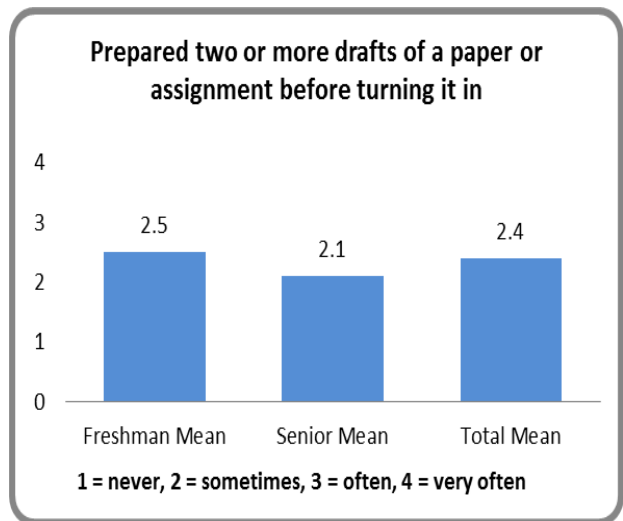
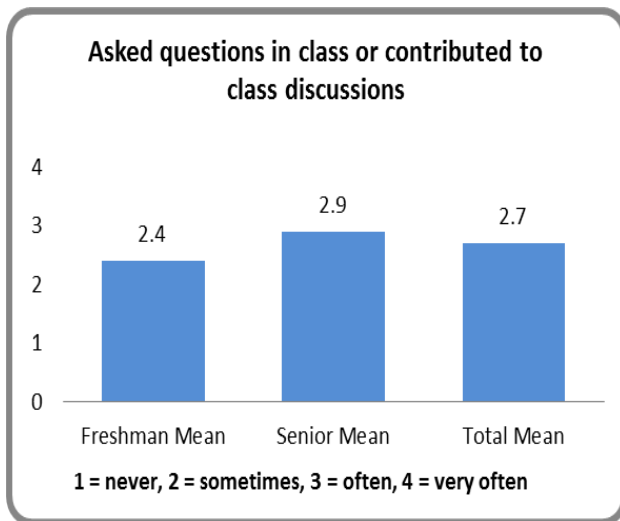
Fraternity/Sorority Membership			
	Freshman (1st year)	Senior (4th year)	Total
No	97%	95%	96%
Yes	3%	5%	4%

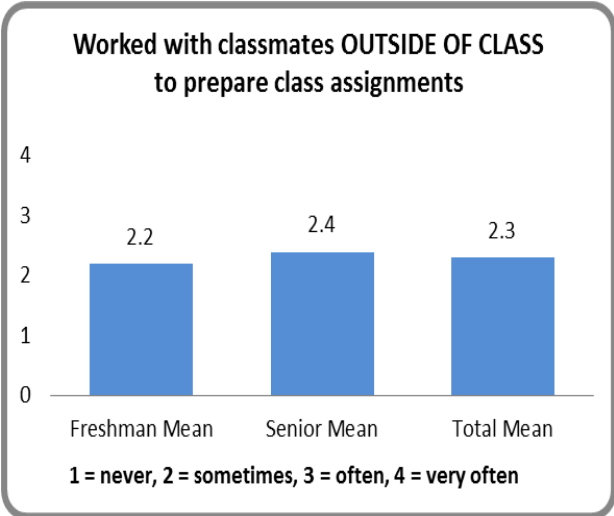
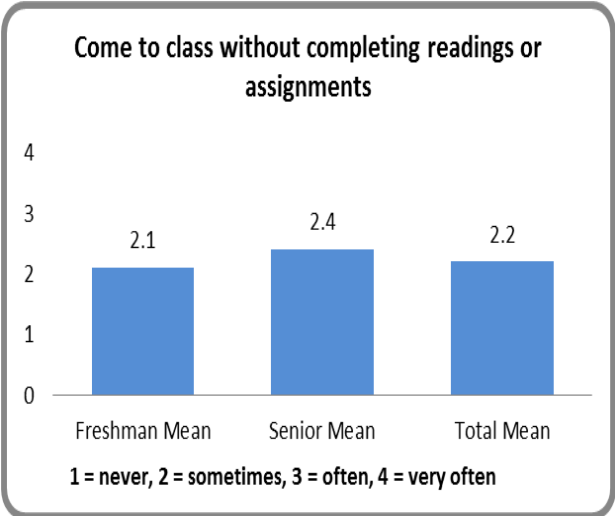
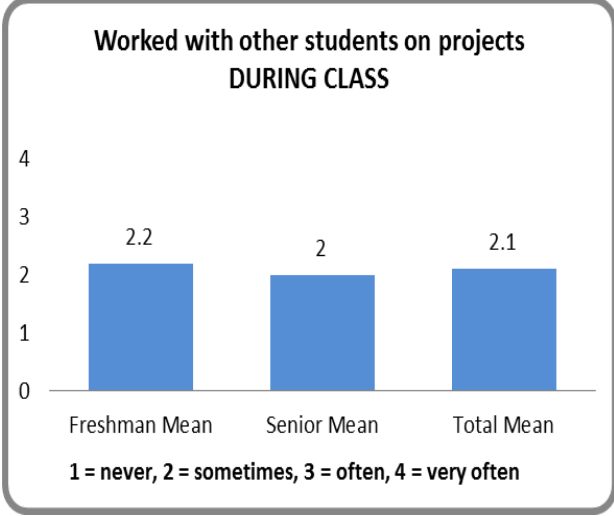
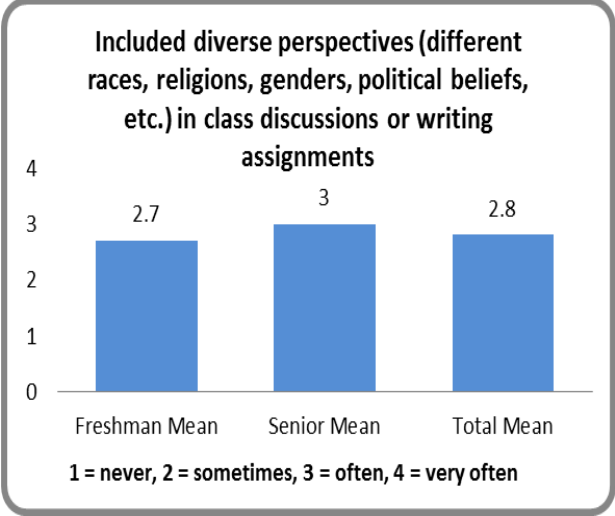
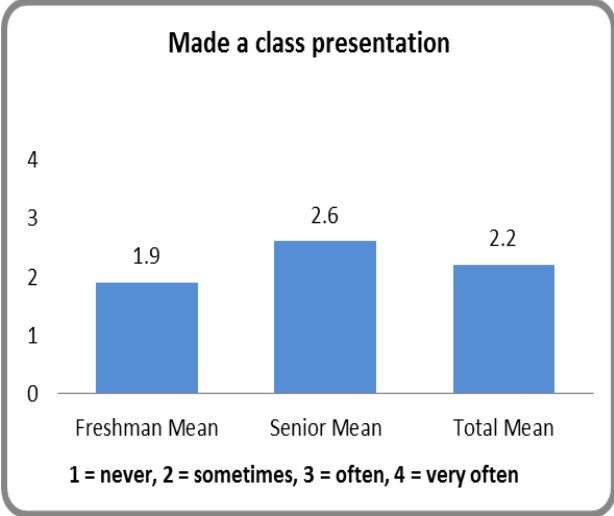
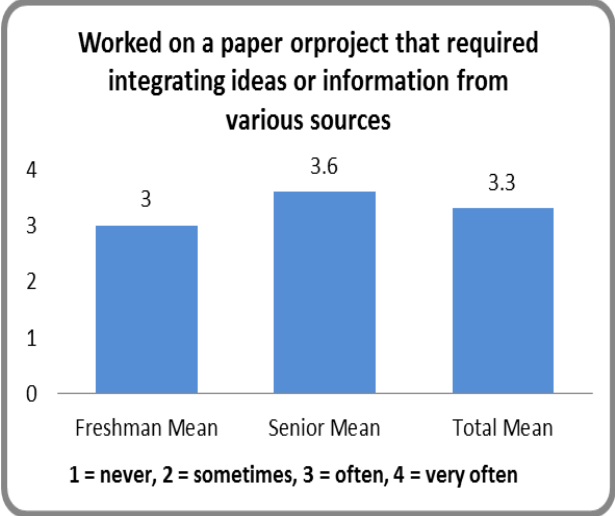
Student Athlete			
	Freshman (1st year)	Senior (4th year)	Total
No	98%	98%	98%
Yes	2%	2%	2%

Living Arrangements			
	Freshman (1st year)	Senior (4th year)	Total
Dormitory or other campus housing (not fraternity/sorority house)	22%	5%	14%
Residence (house, apartment, etc.) within WALKING DISTANCE of the institution	8%	21%	14%
Residence (house, apartment, etc.) within DRIVING DISTANCE of the institution	61%	68%	64%
Fraternity or sorority house	1%	1%	1%
None of the above	8%	5%	7%

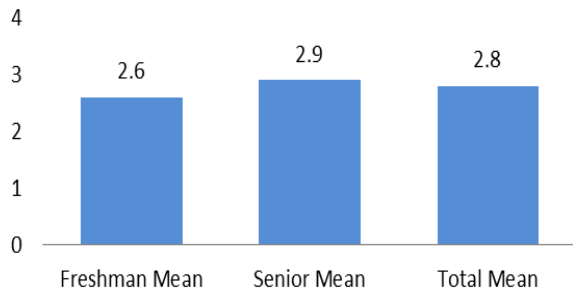
QUESTIONS

Q.1 In your experience at your institution during the current school year, about how often have you done each of the following?



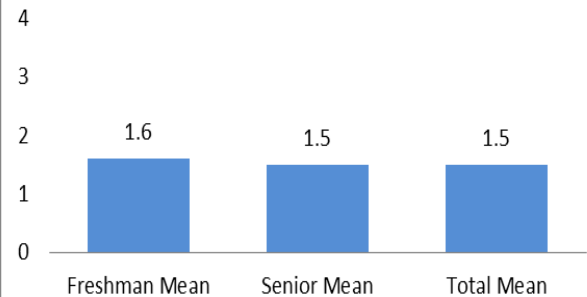


Put together ideas or concepts from different courses when completing assignments or during class discussions



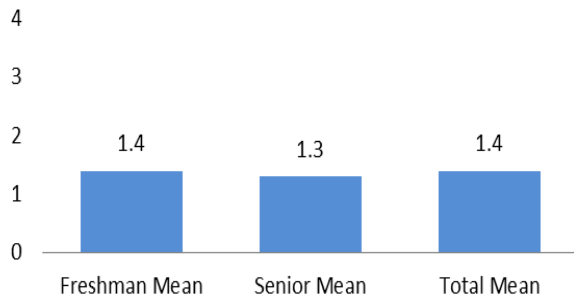
1 = never, 2 = sometimes, 3 = often, 4 = very often

Tutored or taught other students (paid or voluntary)



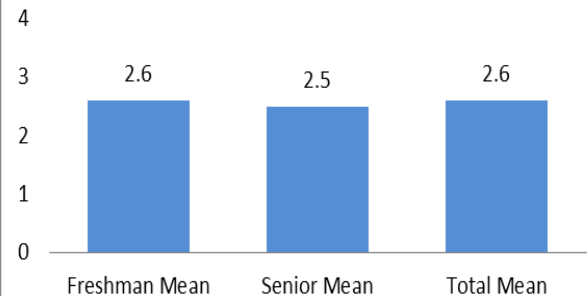
1 = never, 2 = sometimes, 3 = often, 4 = very often

Participated in a community-based project (e.g., service learning) as part of a regular course



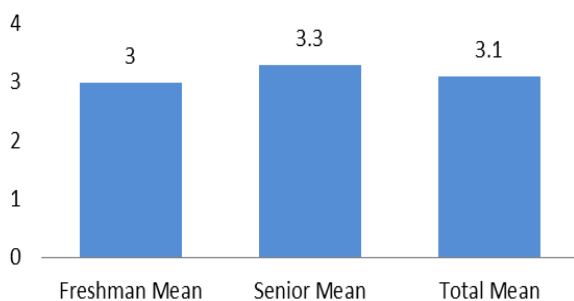
1 = never, 2 = sometimes, 3 = often, 4 = very often

Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment



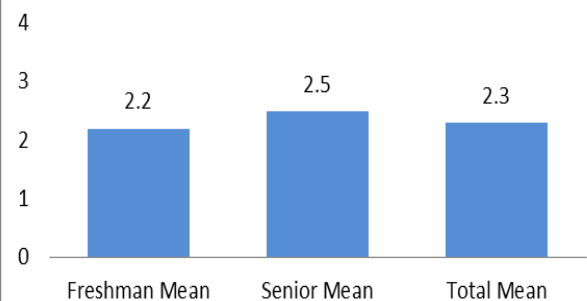
1 = never, 2 = sometimes, 3 = often, 4 = very often

Used e-mail to communicate with an instructor

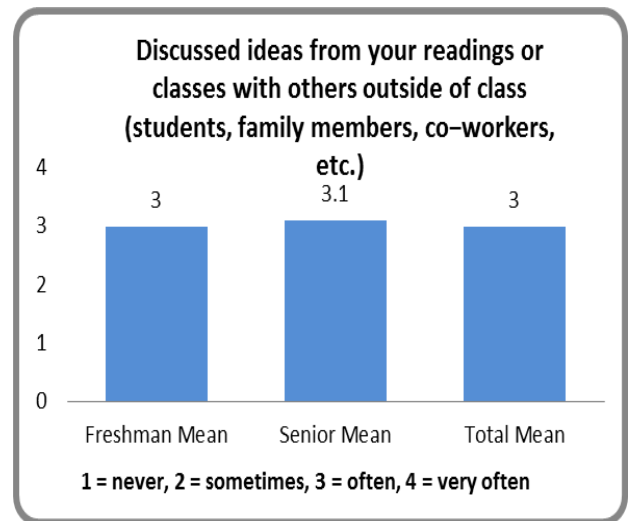
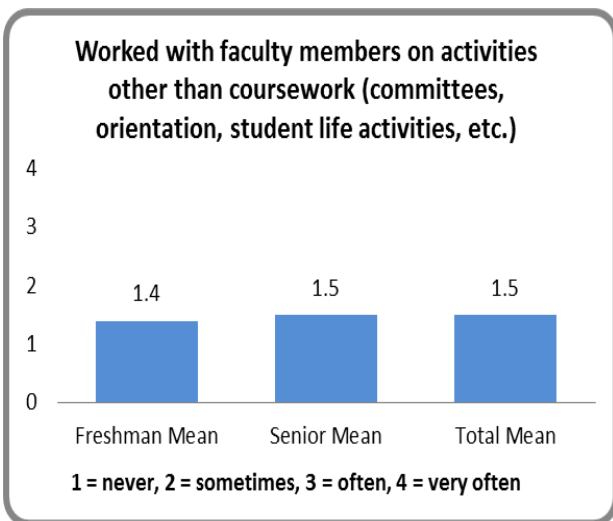
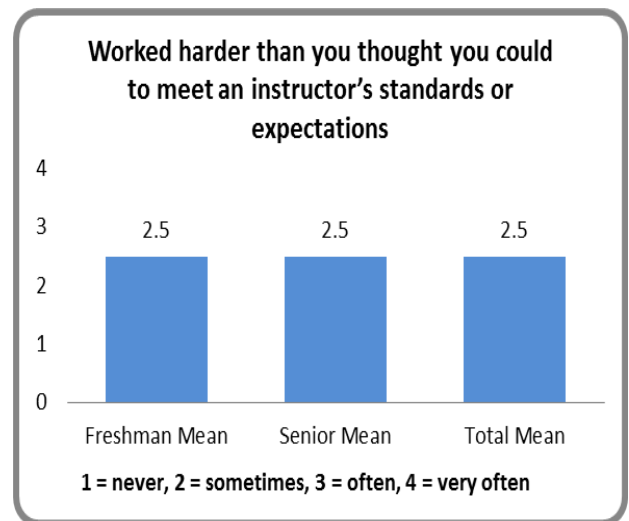
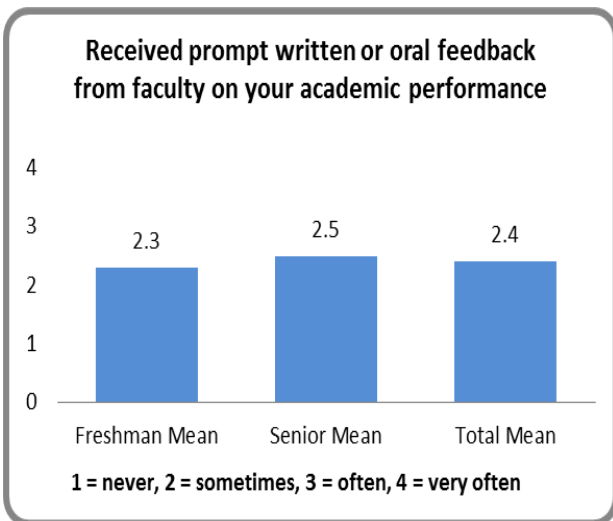
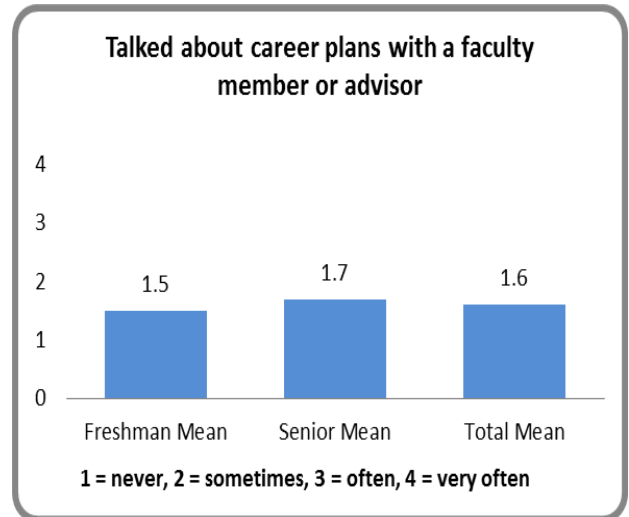
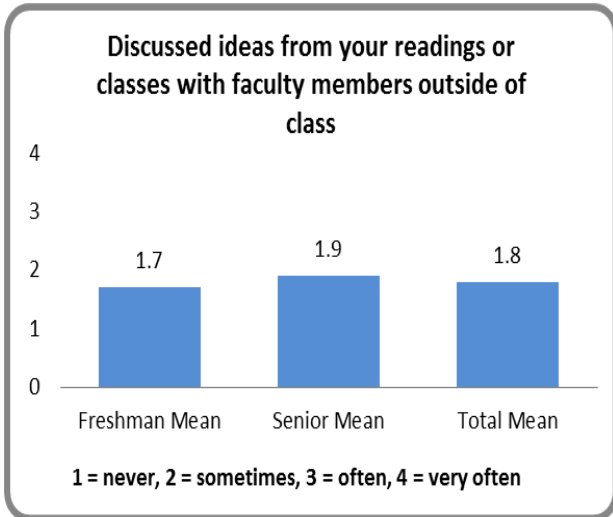


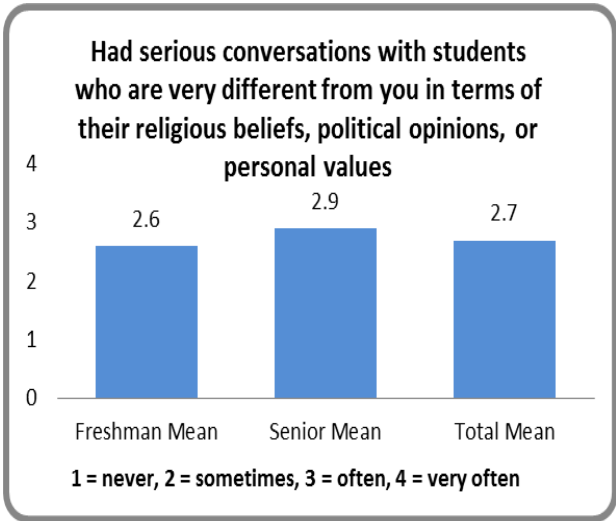
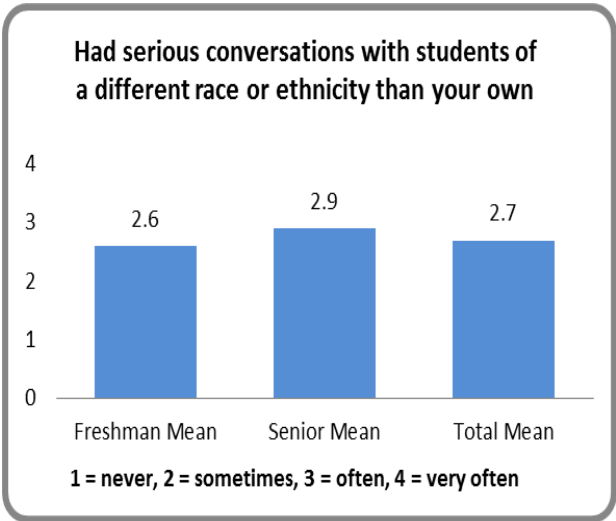
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Discussed grades or assignments with an instructor

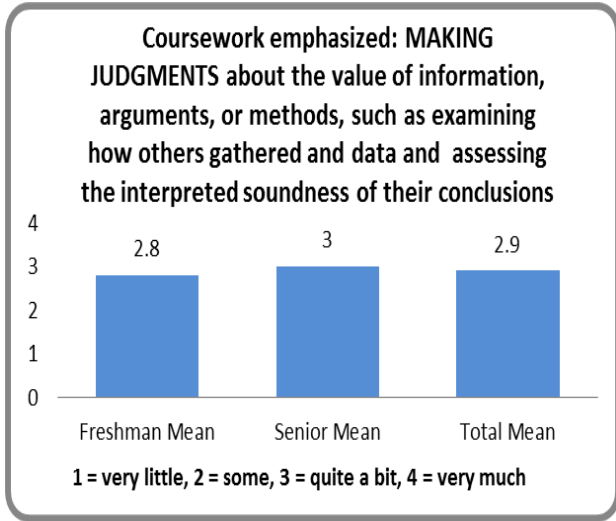
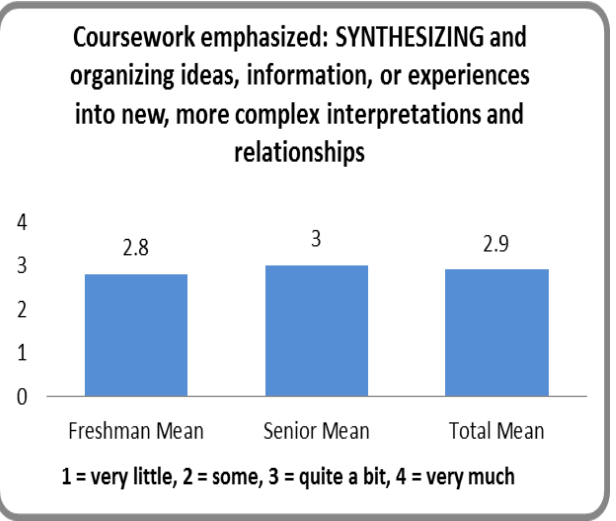
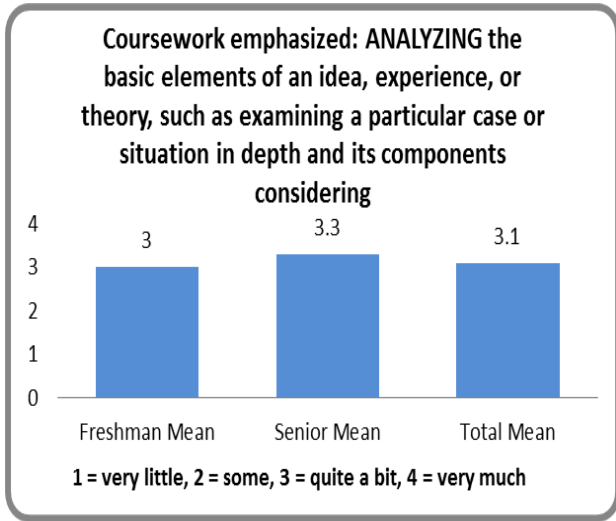
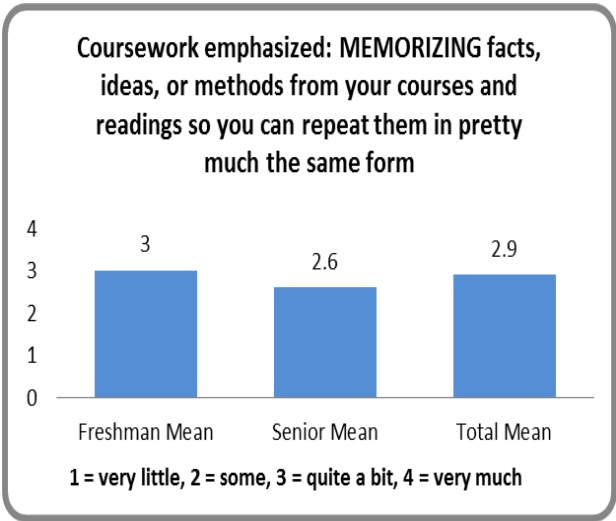


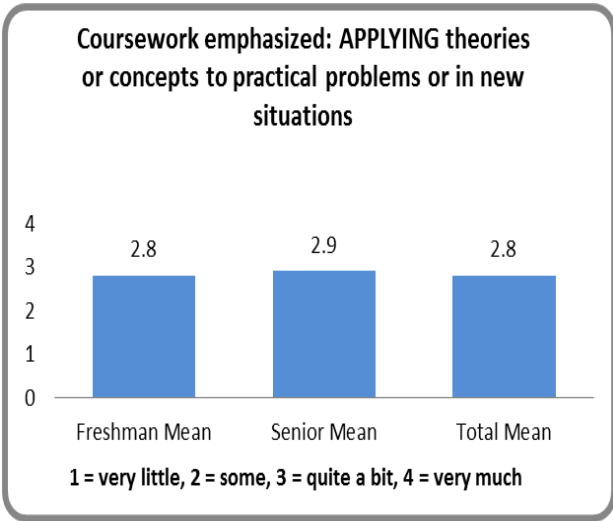
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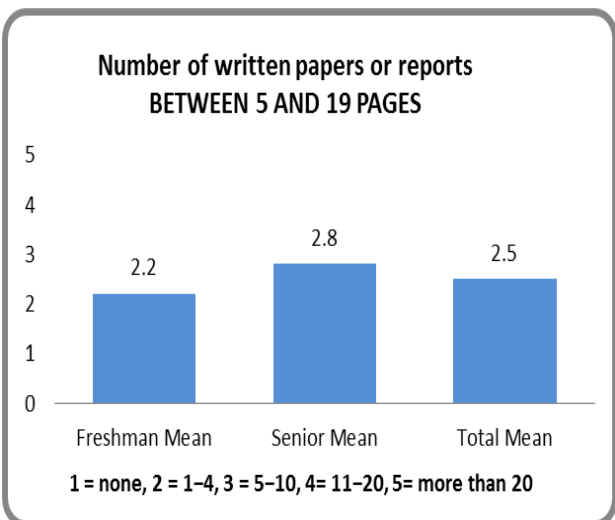
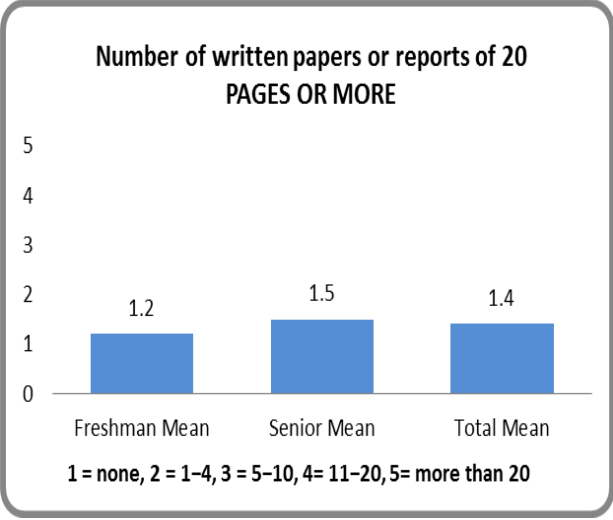
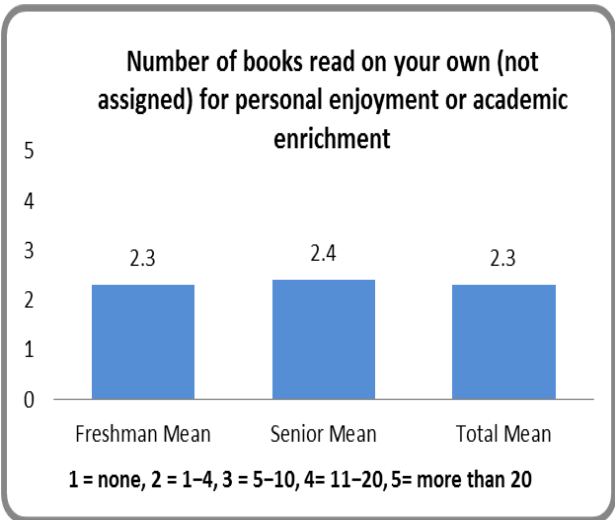
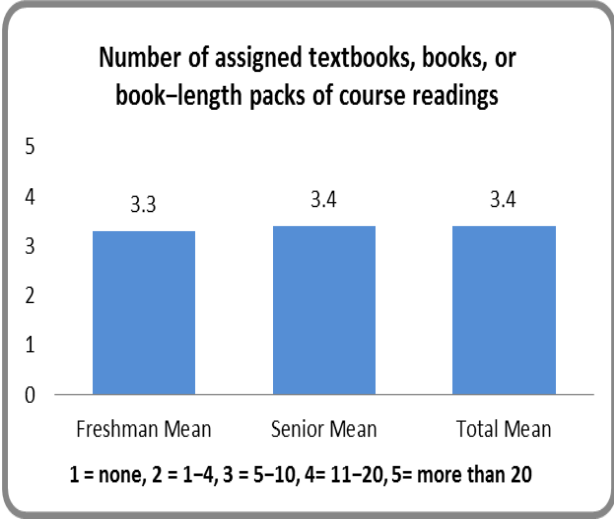


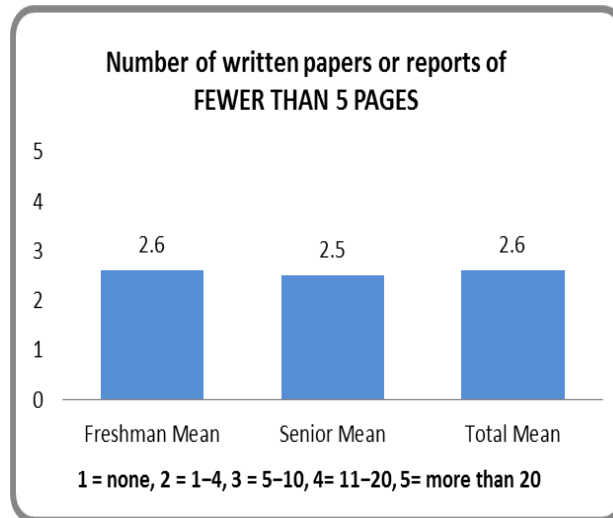
Q.2 During the current school year, how much has your coursework emphasized the following mental activities?



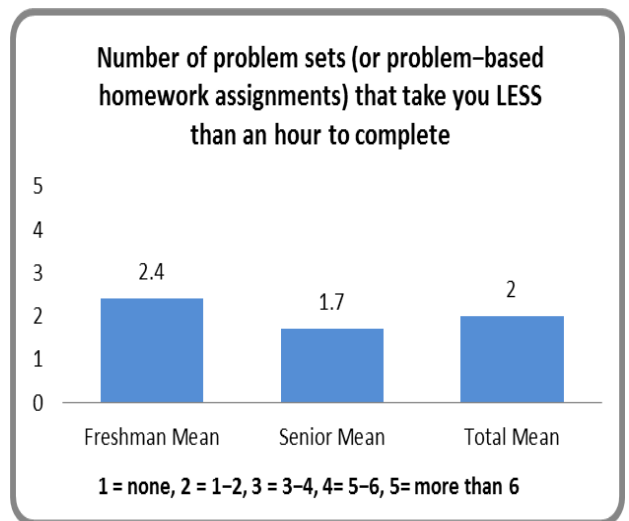
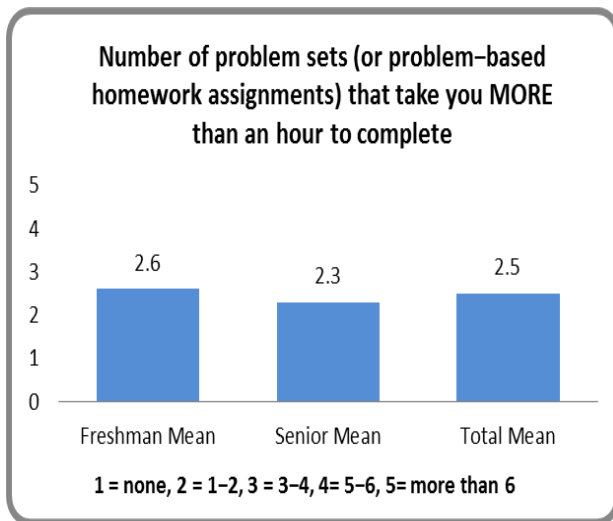


Q.3 During the current school year, about how much reading and writing have you done?

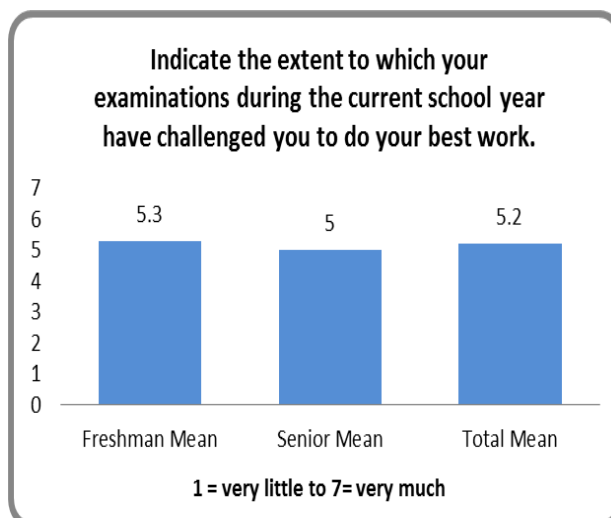




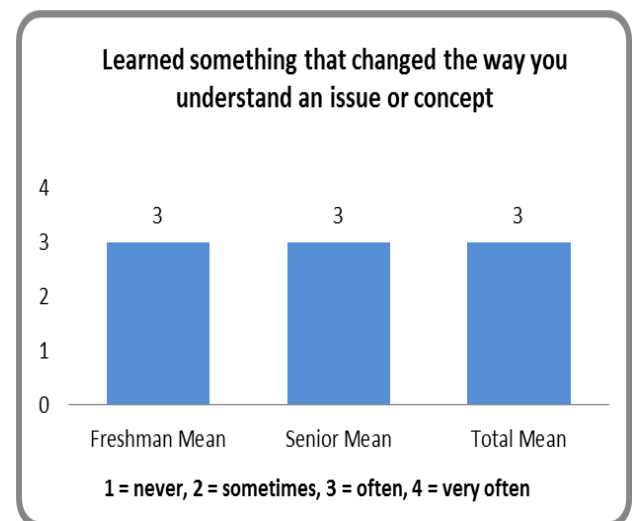
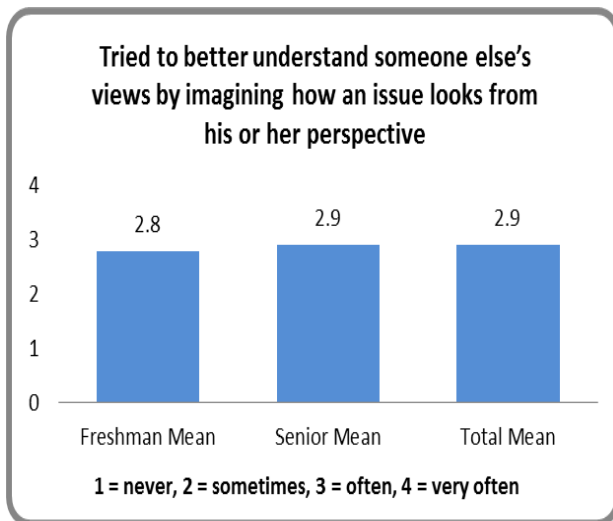
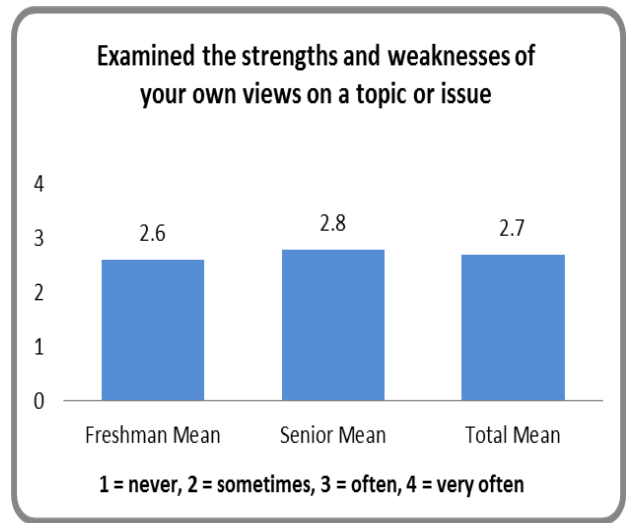
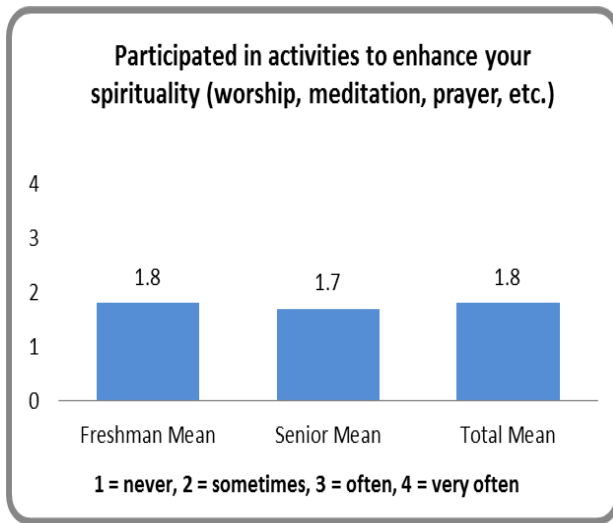
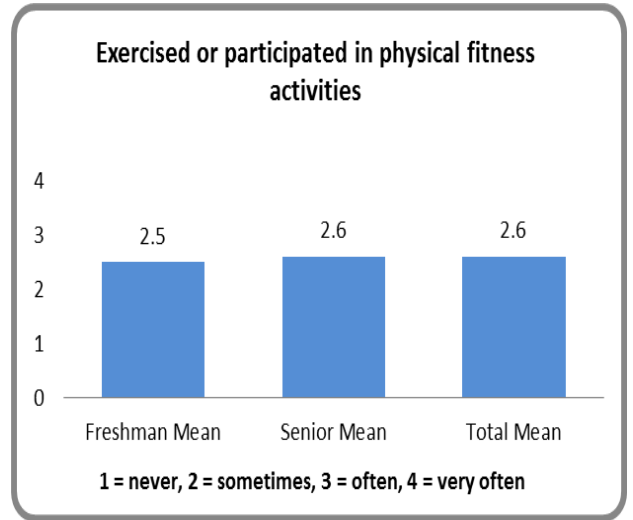
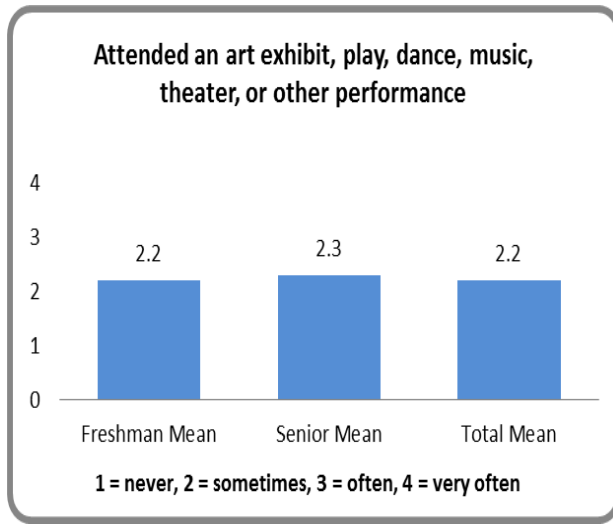
Q.4 In a typical week, how many homework problem sets do you complete?



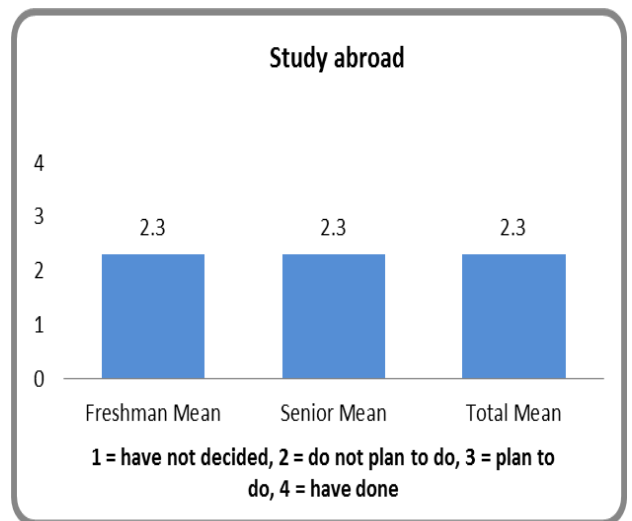
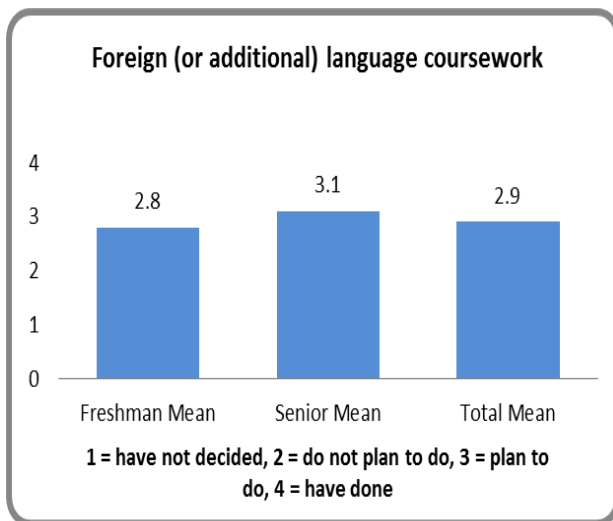
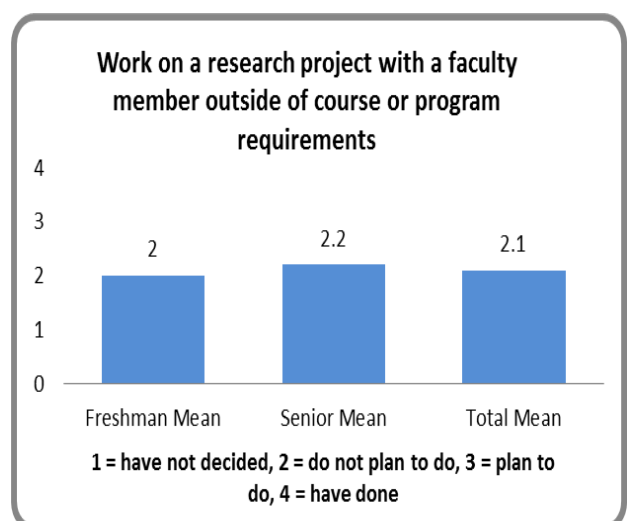
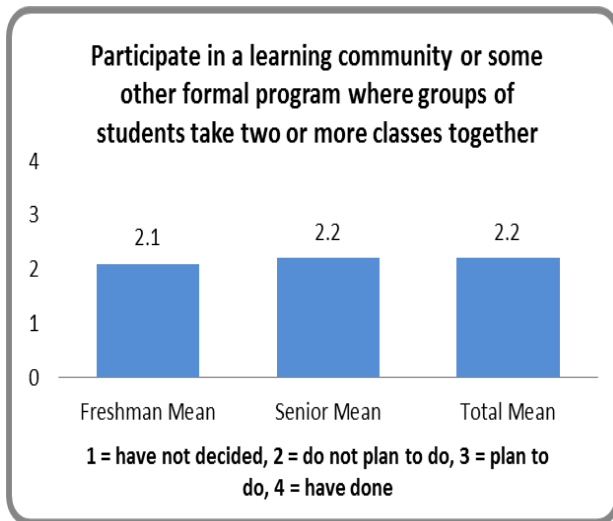
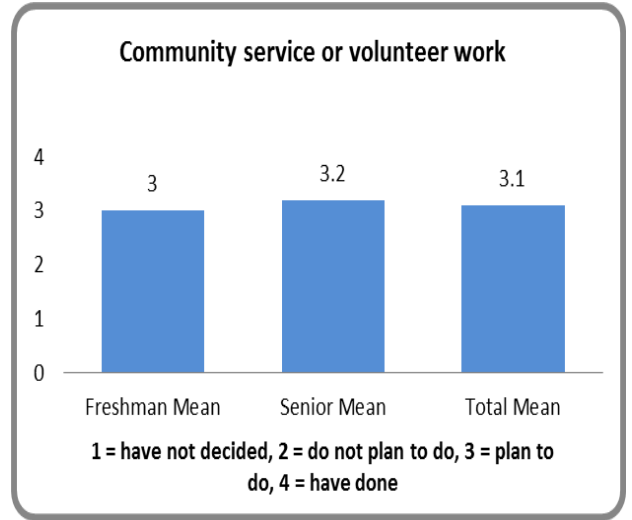
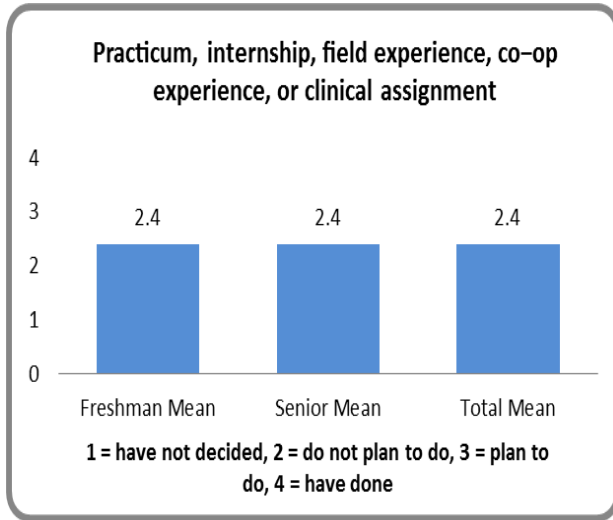
Q.5 Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work.

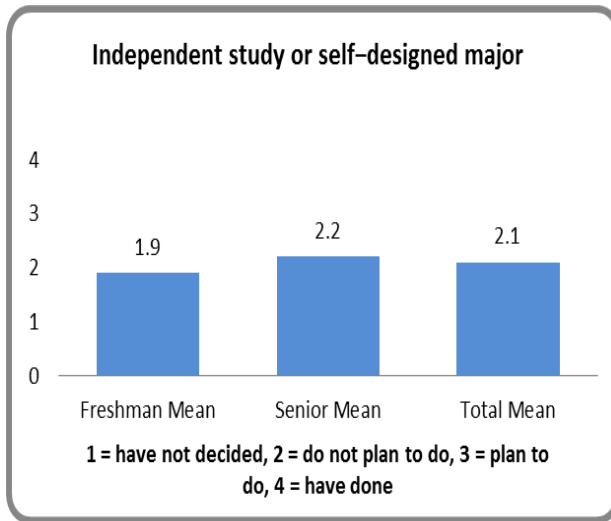


Q.6 During the current school year, about how often have you done each of the following?

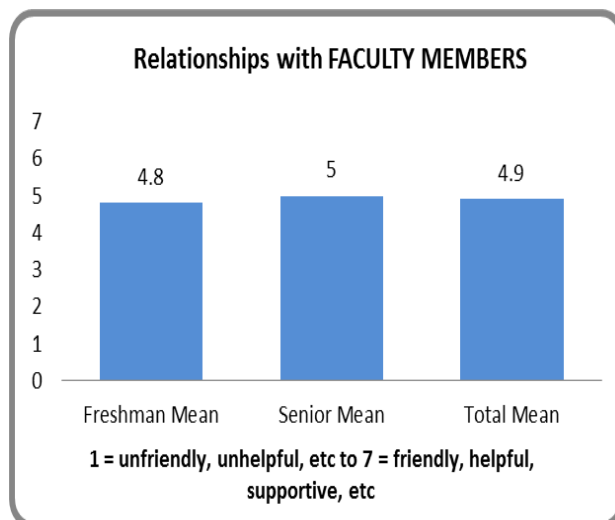
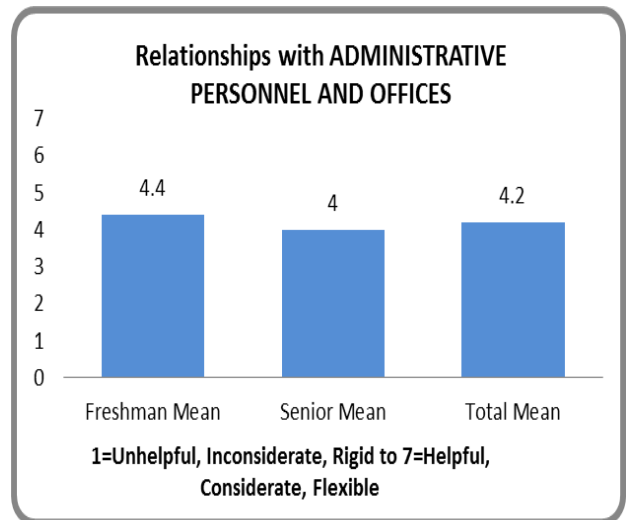
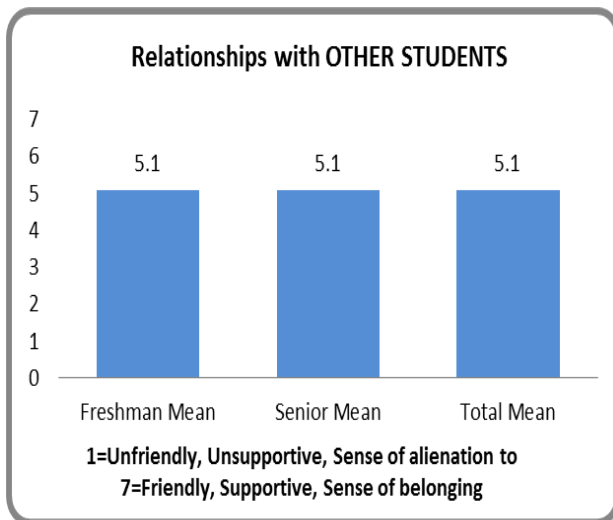


Q.7 Which of the following have you done or do you plan to do before you graduate from your institution?

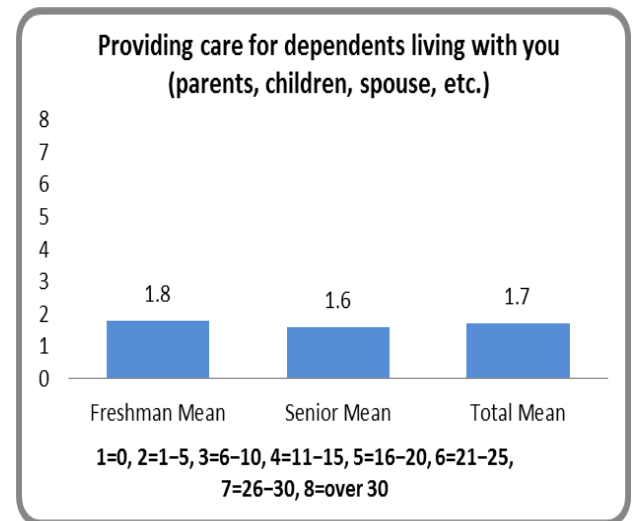
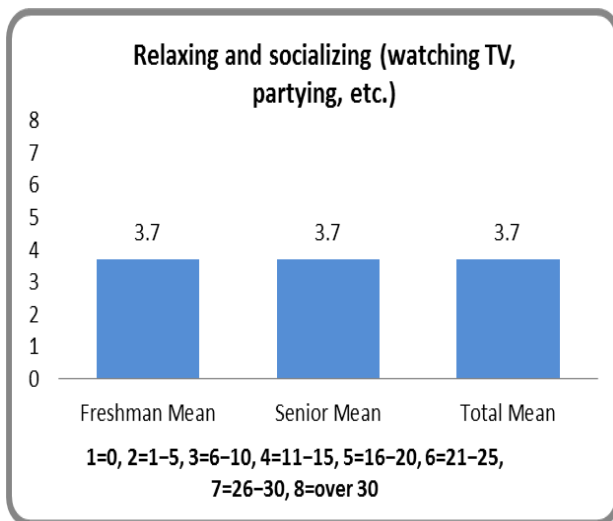
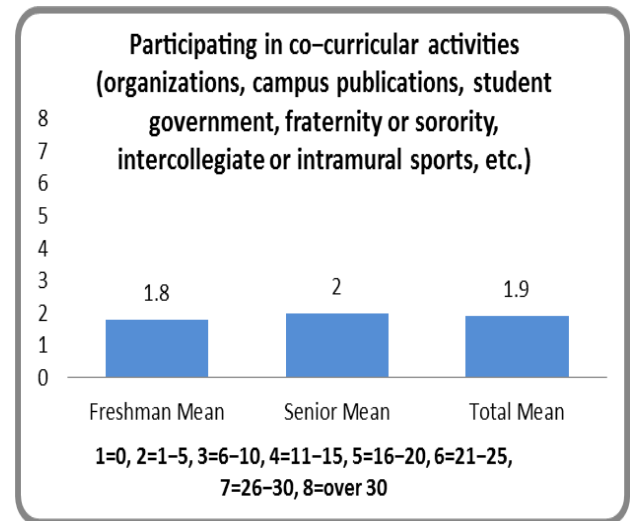
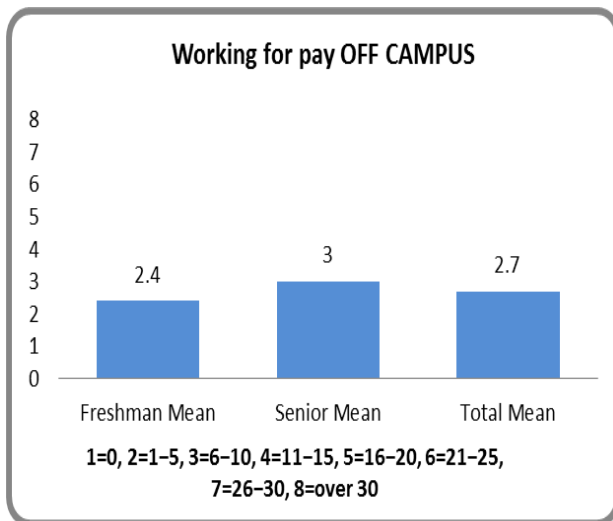
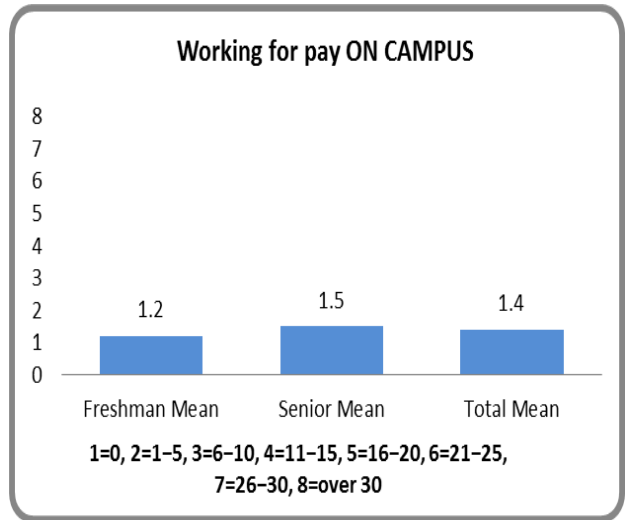
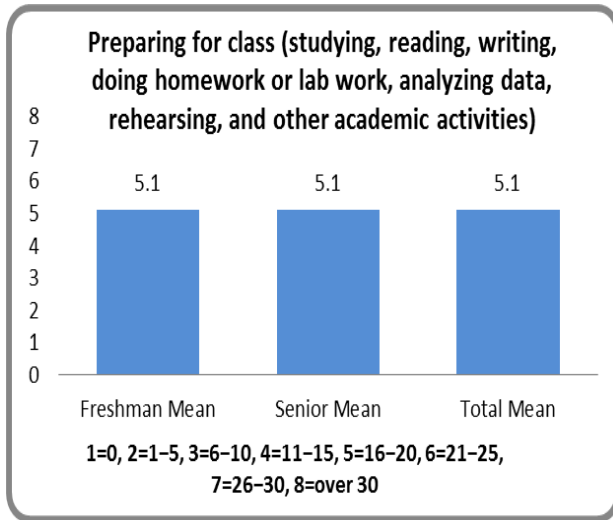


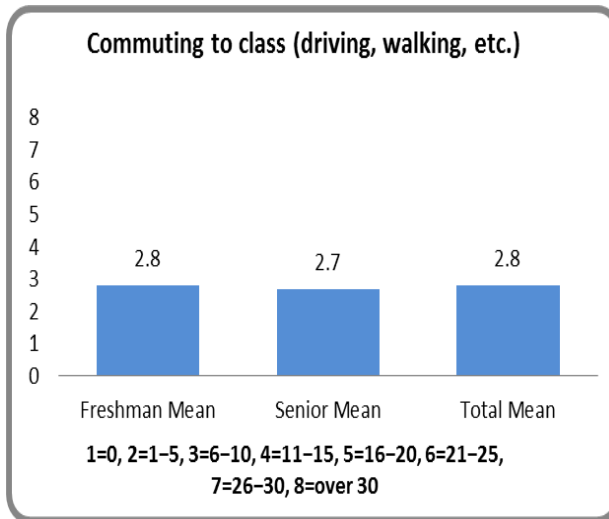


Q.8 Mark the box that best represents the quality of your relationships with people at your institution.

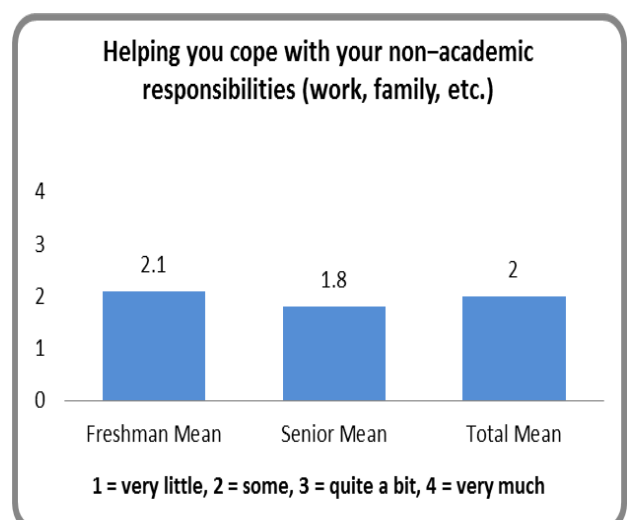
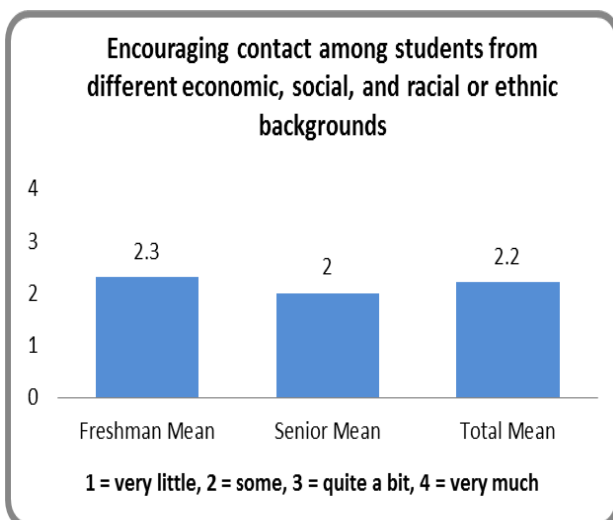
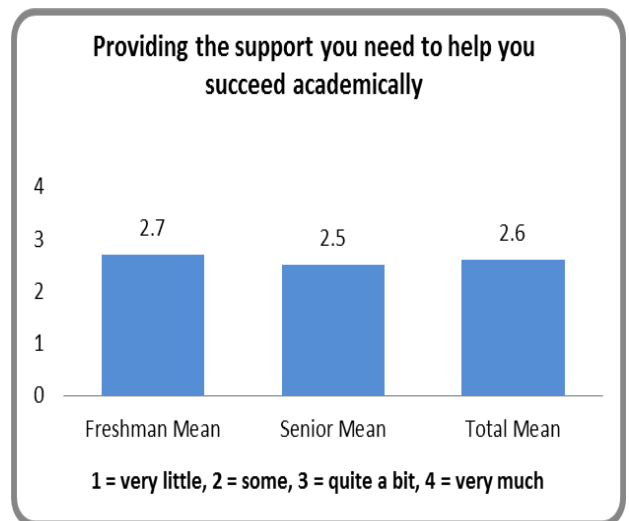
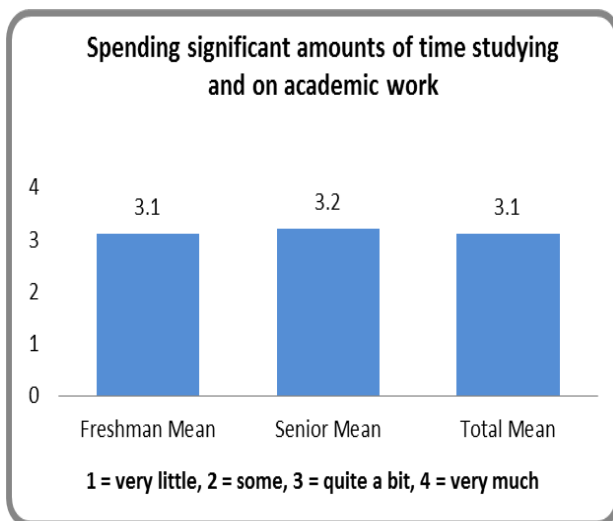


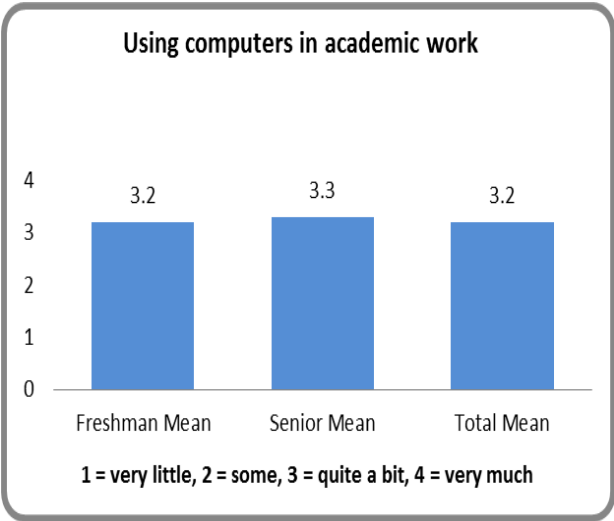
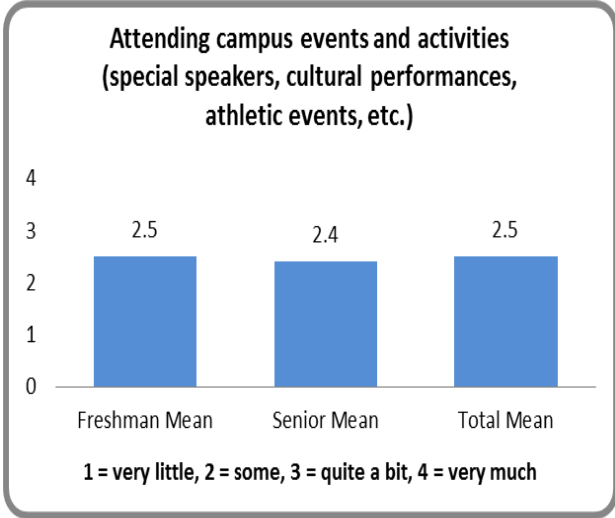
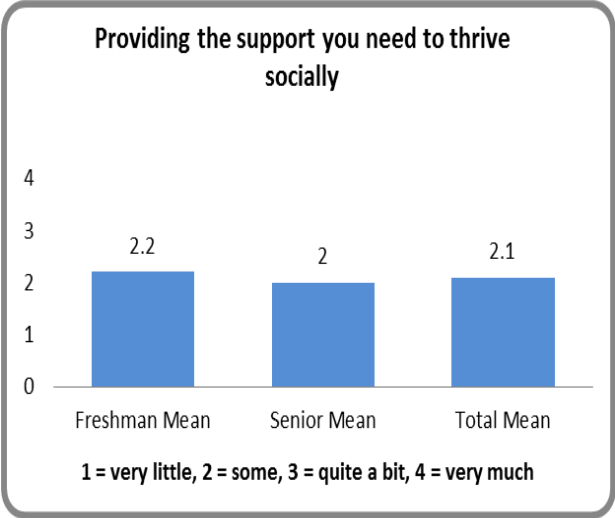
Q.9 About how many hours do you spend in a typical 7-day week doing each of the following?



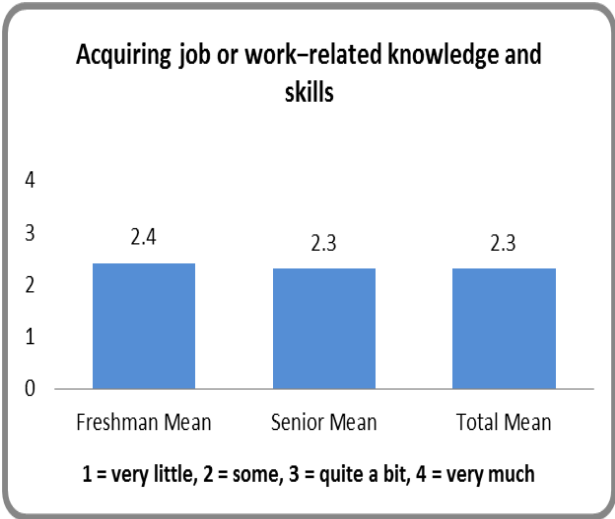
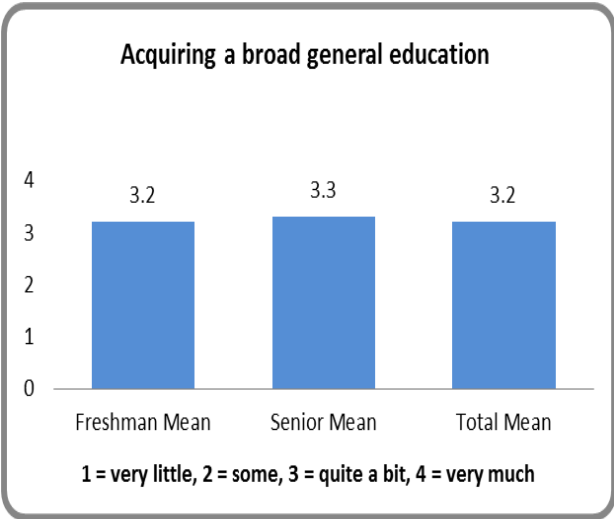


Q. 10 To what extent does your institution emphasize each of the following?

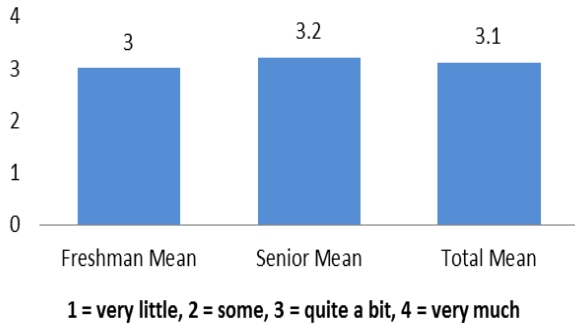




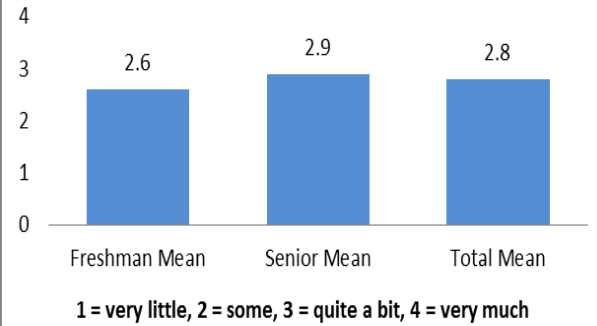
Q.11 To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?



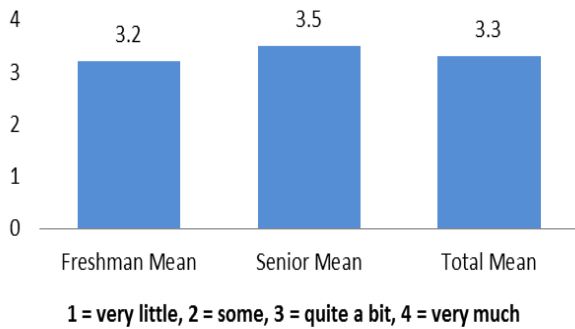
Writing clearly and effectively



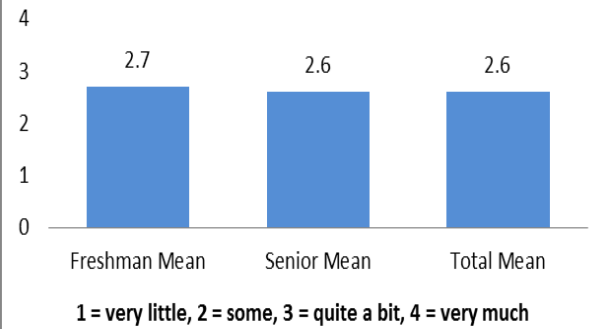
Speaking clearly and effectively



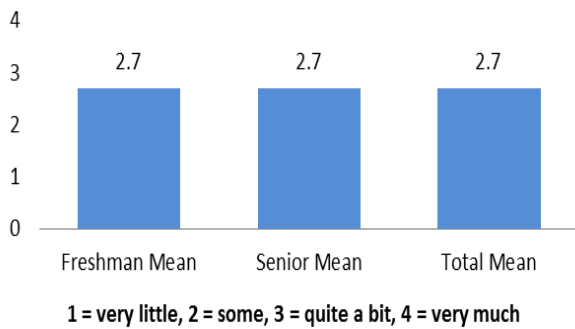
Thinking critically and analytically



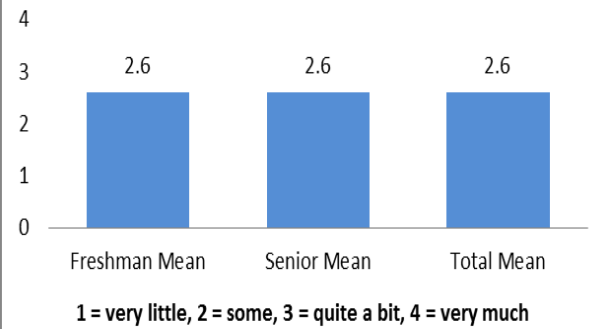
Analyzing quantitative problems



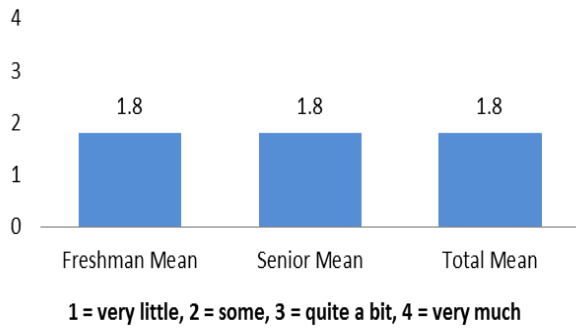
Using computing and information technology



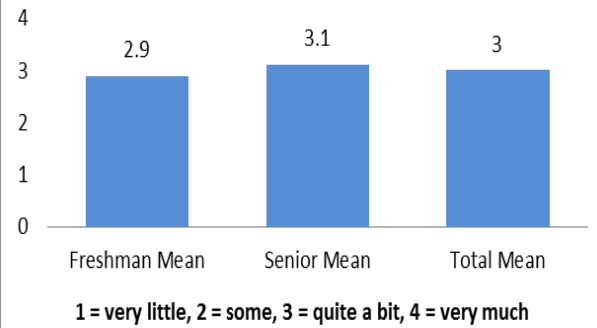
Working effectively with others



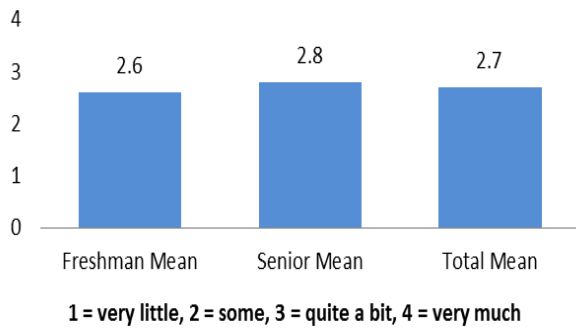
Voting in local, state (provincial), or national (federal) elections



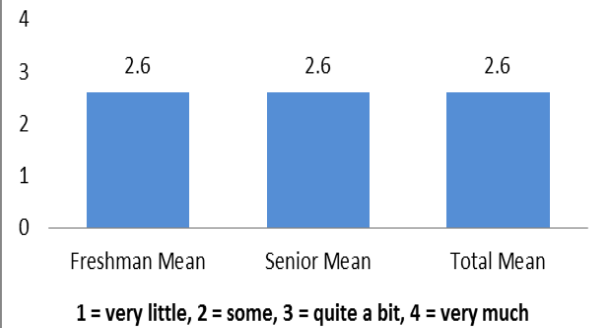
Learning effectively on your own



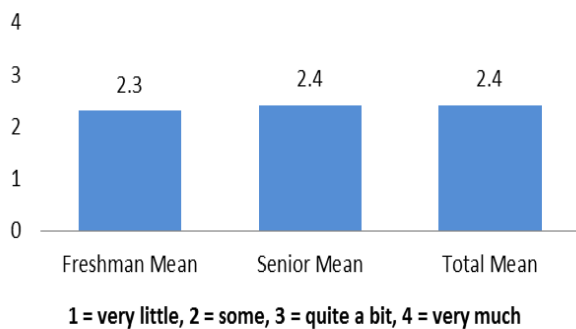
Understanding yourself



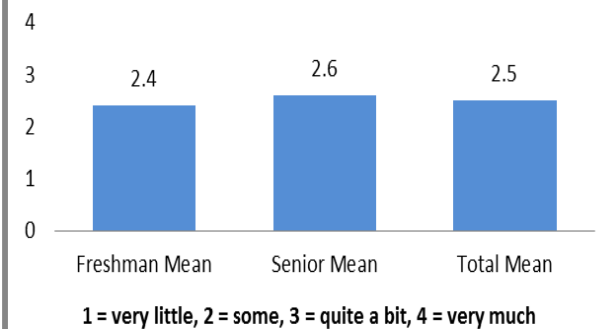
Understanding people of other racial and ethnic backgrounds

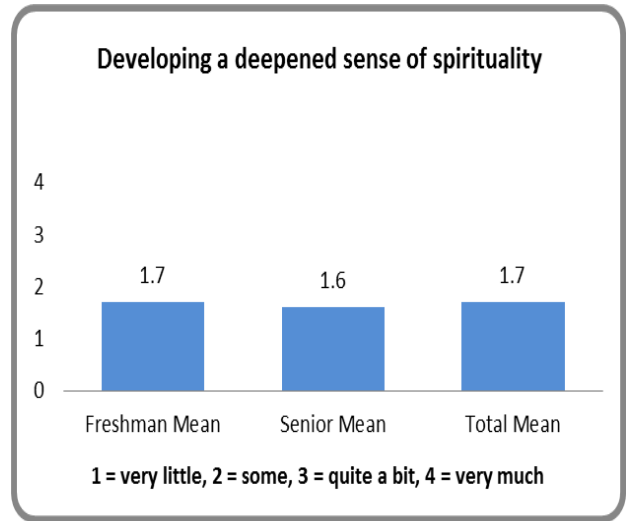
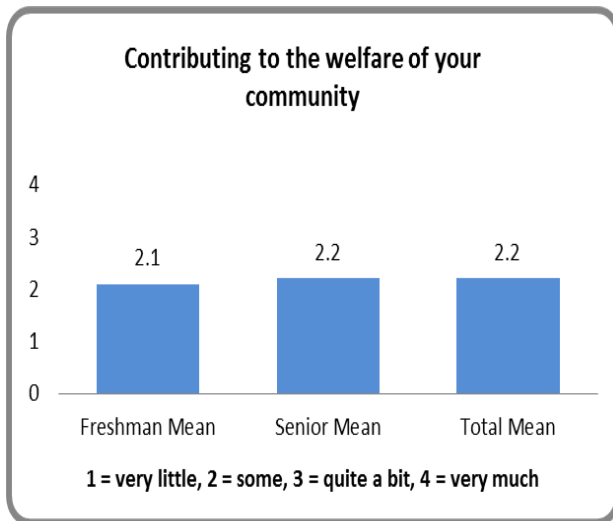


Solving complex real-world problems

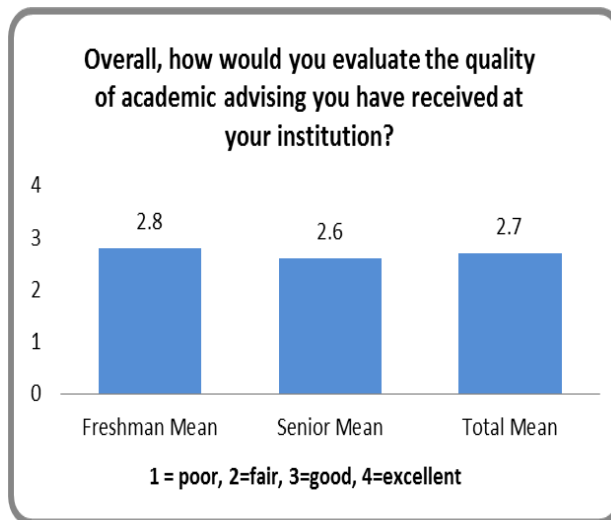


Developing a personal code of values and ethics

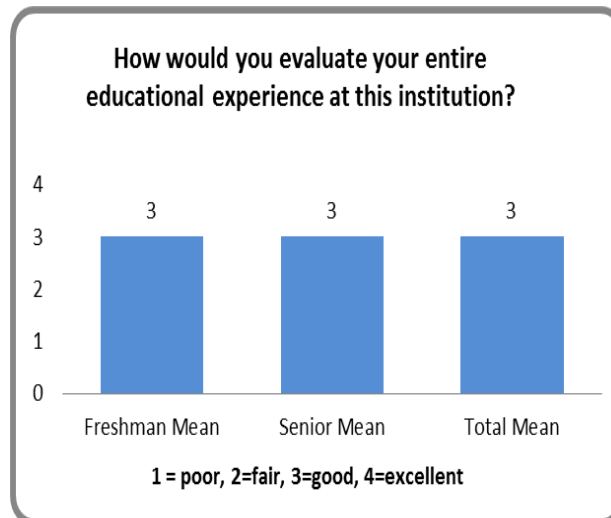




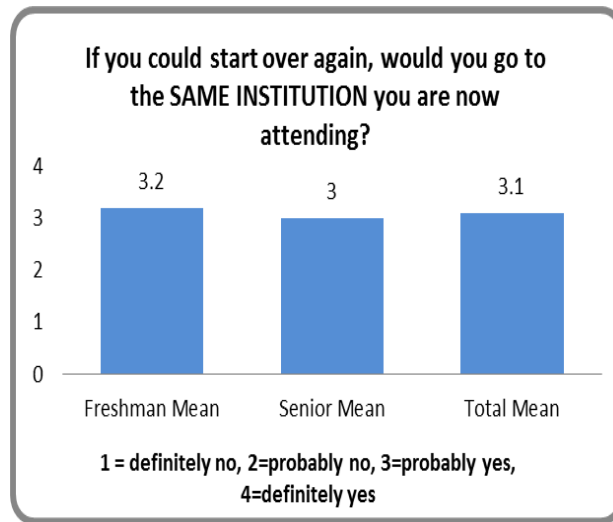
Q.12 Overall, how would you evaluate the quality of academic advising you have received at your institution?



Q. 13 How would you evaluate your entire educational experience at this institution?



Q. 14 If you could start over again, would you go to the same institution you are now attending?



**2011 Students' Union Undergraduate
Student Survey Summary for
Bachelor of Arts Curriculum Review**

ACKNOWLEDEMENTS

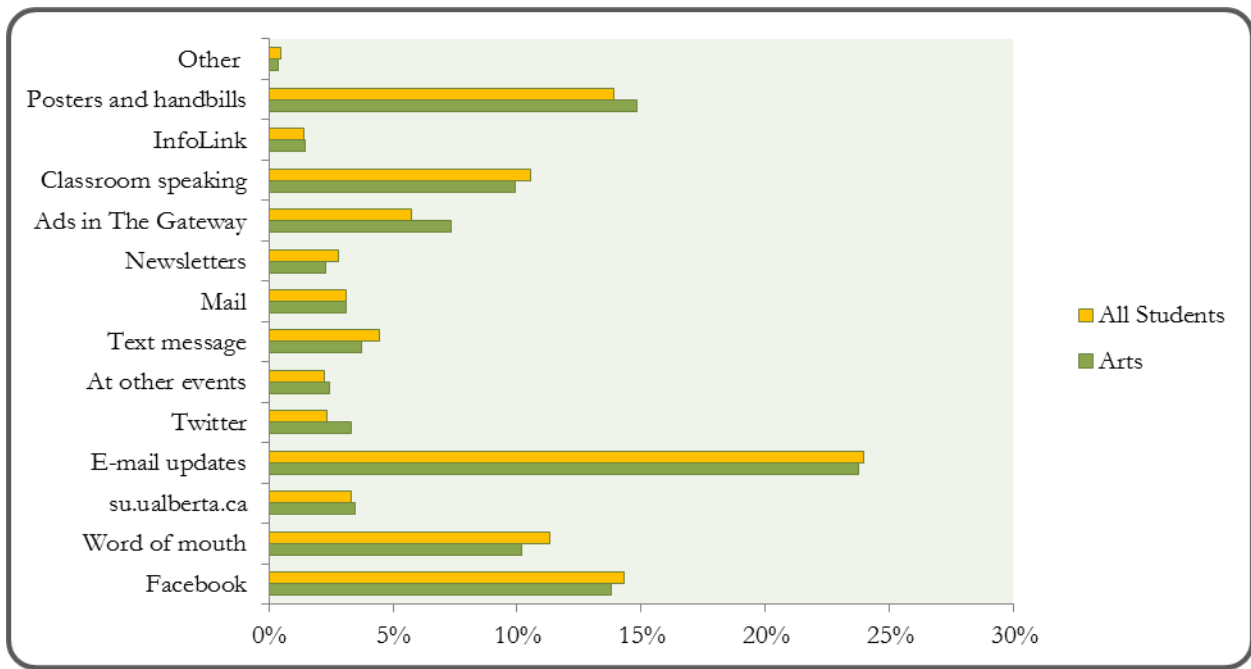
I would like to thank the Students' Union for providing access to their survey results, and in particular, Justin Williams, the Students' Union's Director of Research & Political Affairs, for facilitating their access.

INTRODUCTION

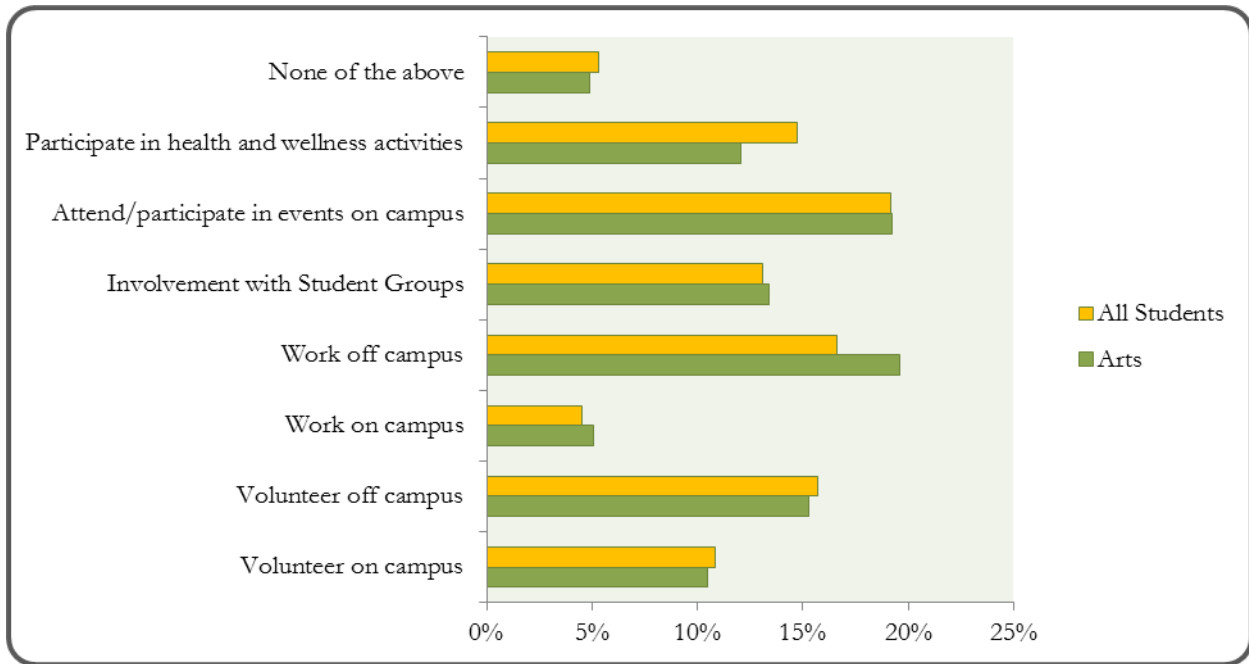
This survey was distributed by the Students' Union in the Fall of 2011 to all University of Alberta undergraduate students. The survey was sent by email and offered participants the chance to win a series of prizes for participating. All told the survey saw 7540 participants, 1159 of which were from the Faculty of Arts. This report has extracted questions from the survey that may be of relevant for the Faculty of Arts' Bachelor of Arts Curriculum Review. In the below graphs, the orange bars represent the labeled response as a proportion of all responses to that question from all survey respondents. The green bars represent the same proportions, only they are limited to responses from students in the Faculty of Arts. Some of the questions allowed respondents to provide more than one answer (these questions are noted with "check all that apply") and so will add up to more than 100%.

QUESTIONS

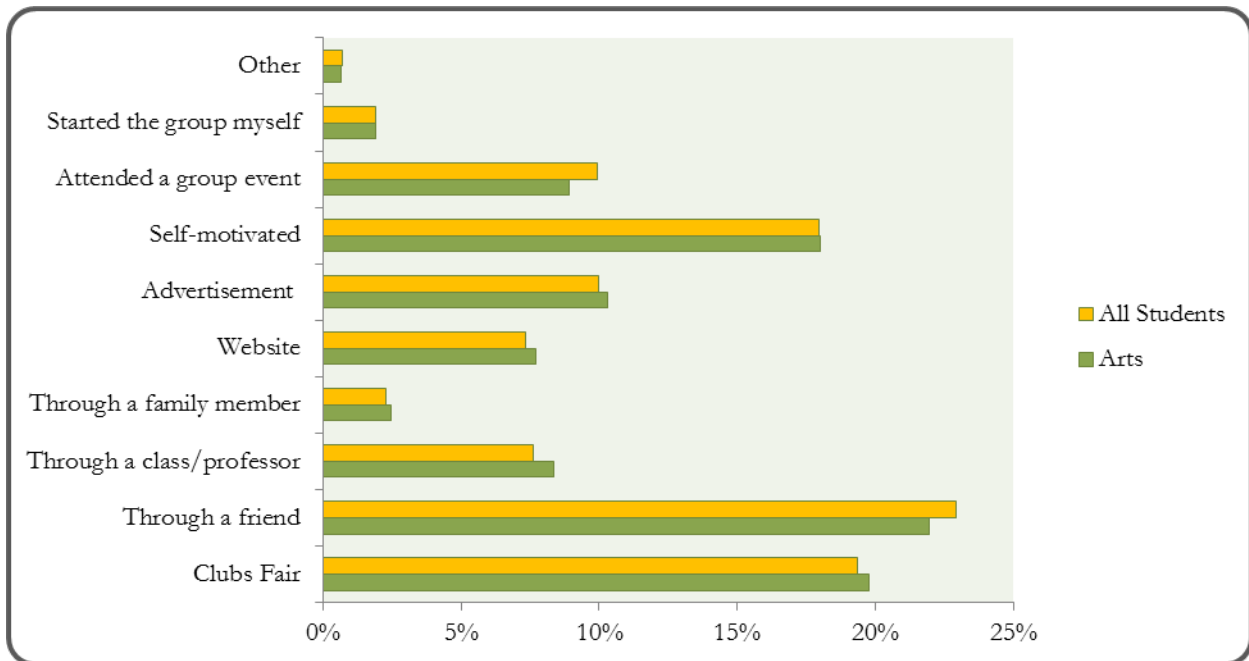
What is the most effective way to inform you about on campus events, information and/or campaigns? (Check all that apply)



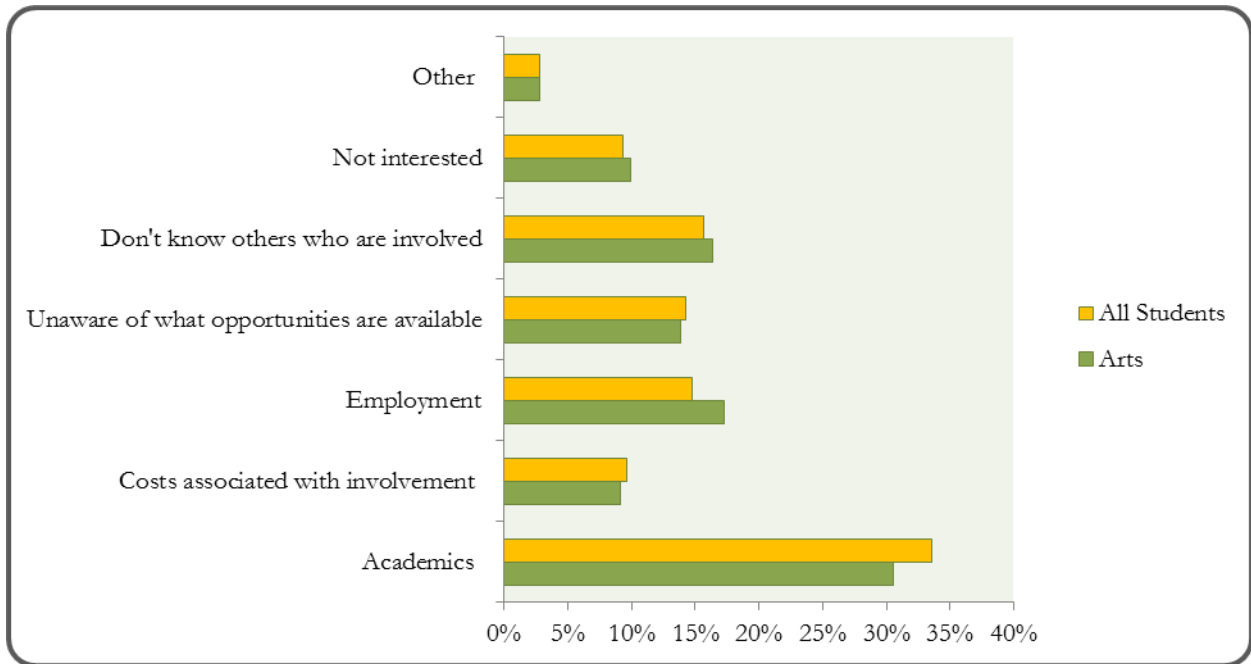
Which of the following do you do? (Check all that apply)



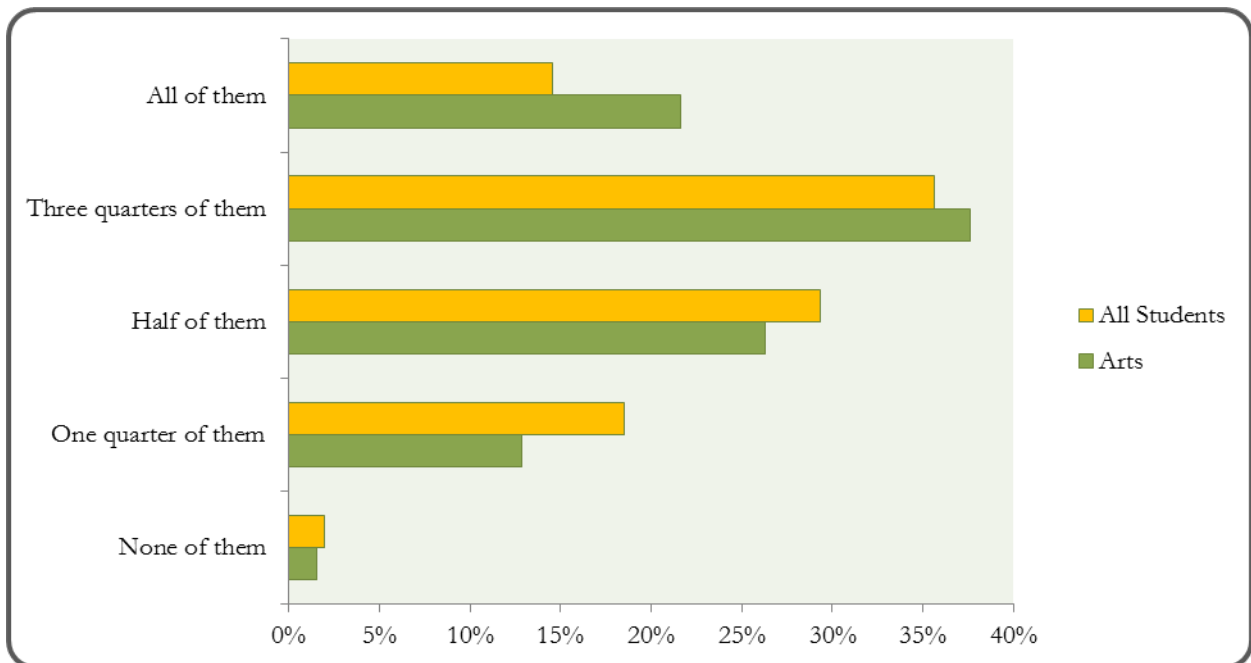
How did you get involved with campus organizations/activities? (Check all that apply)



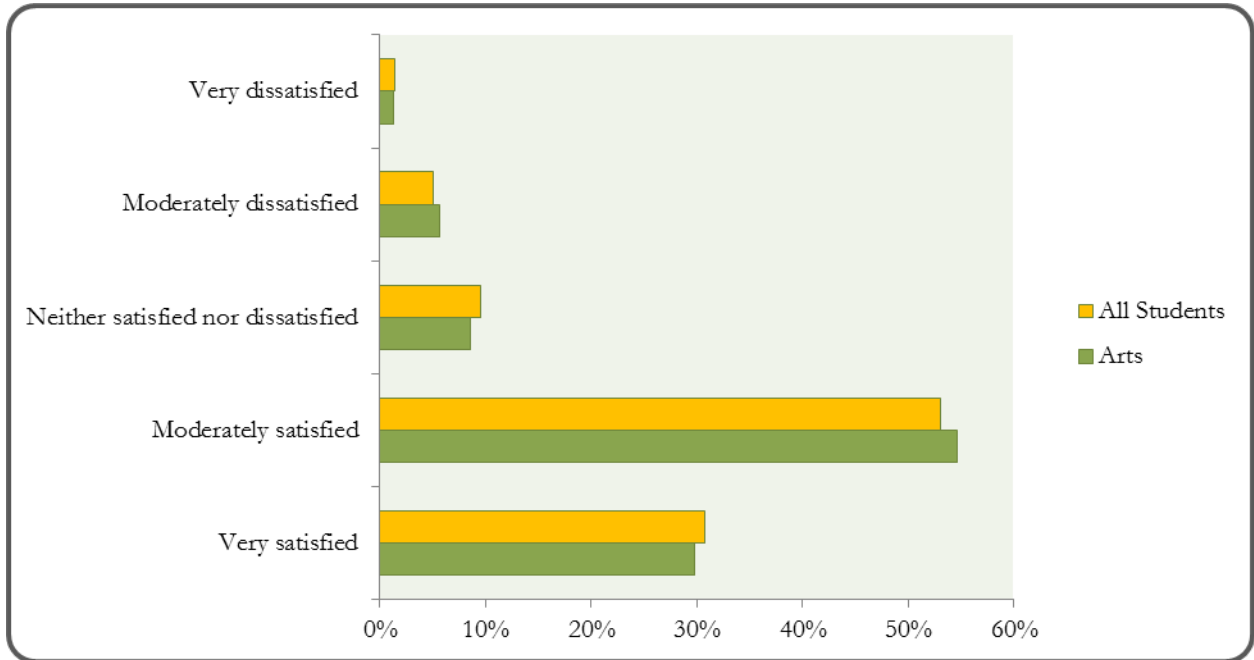
Please tell us why you are not involved in student groups: (Check all that apply)



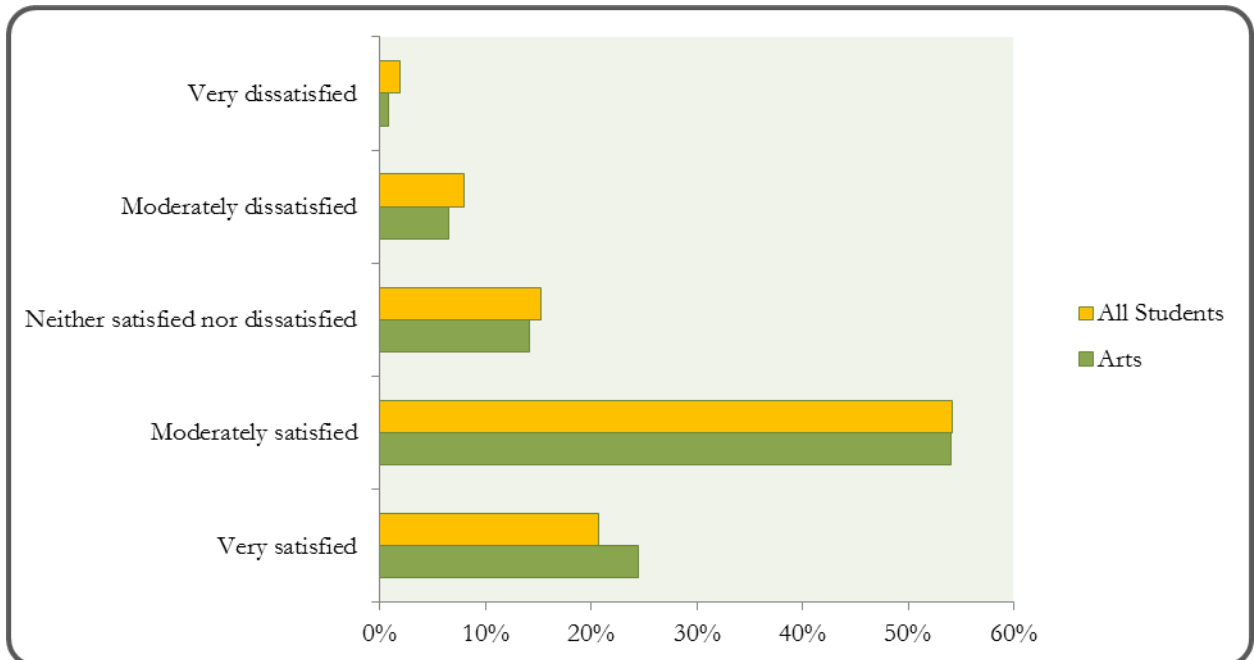
How many of your current instructors would you rank as very good or excellent?



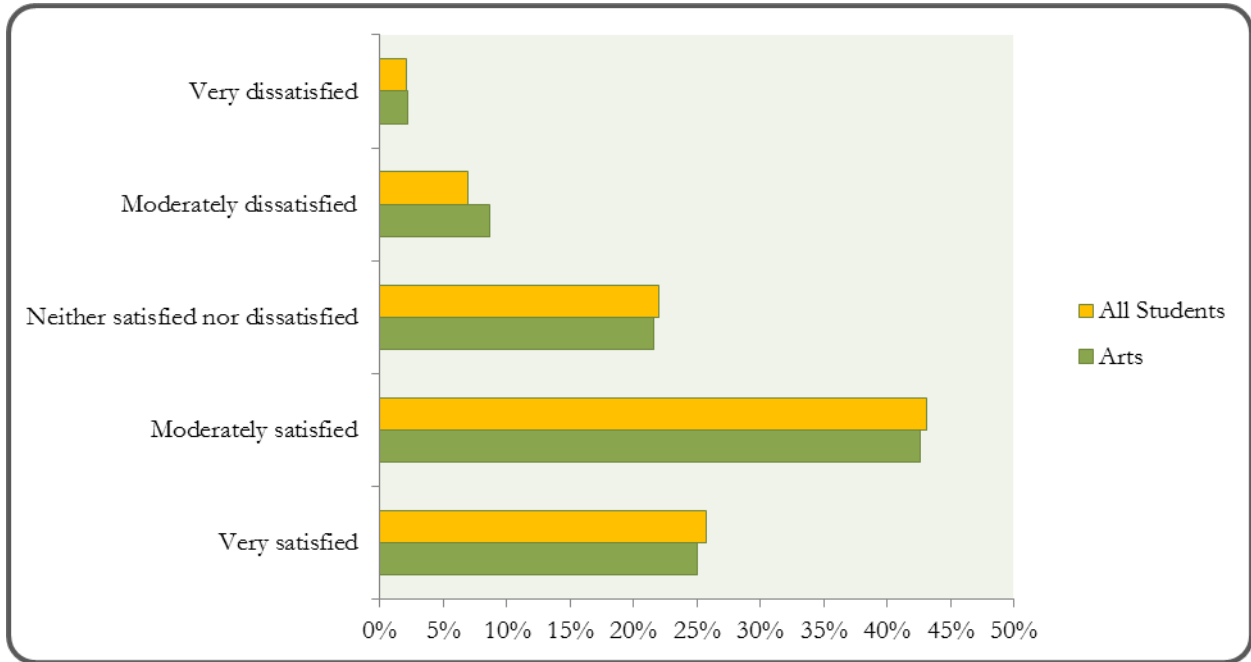
How satisfied are you with the quality of the following aspects of your university experience? - At the University of Alberta as a whole



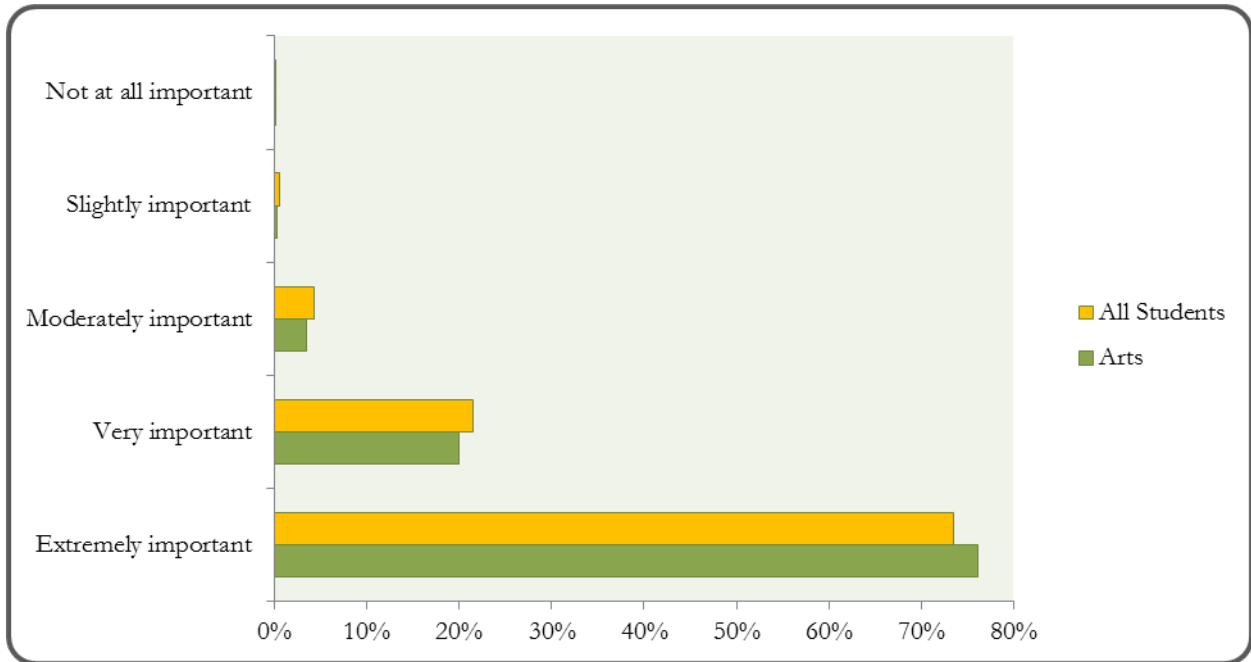
How satisfied are you with the quality of the following aspects of your university experience? - Experience in the classroom



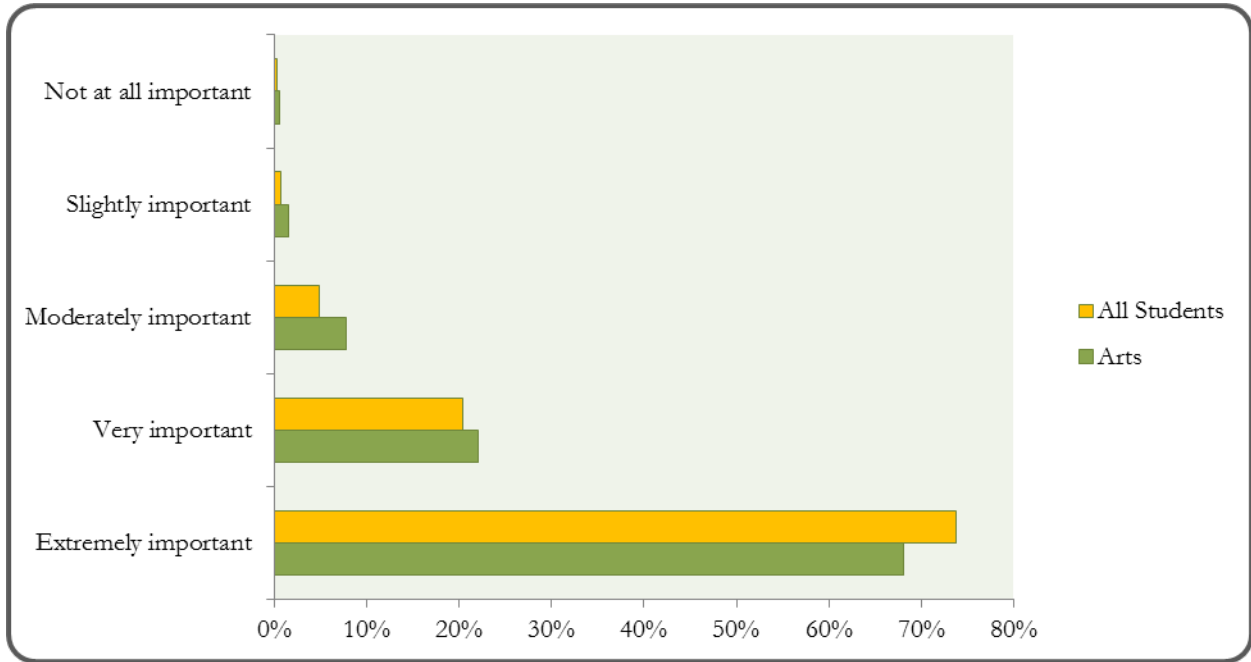
Q35. How satisfied are you with the quality of the following aspects of your university experience? - Life outside the classroom



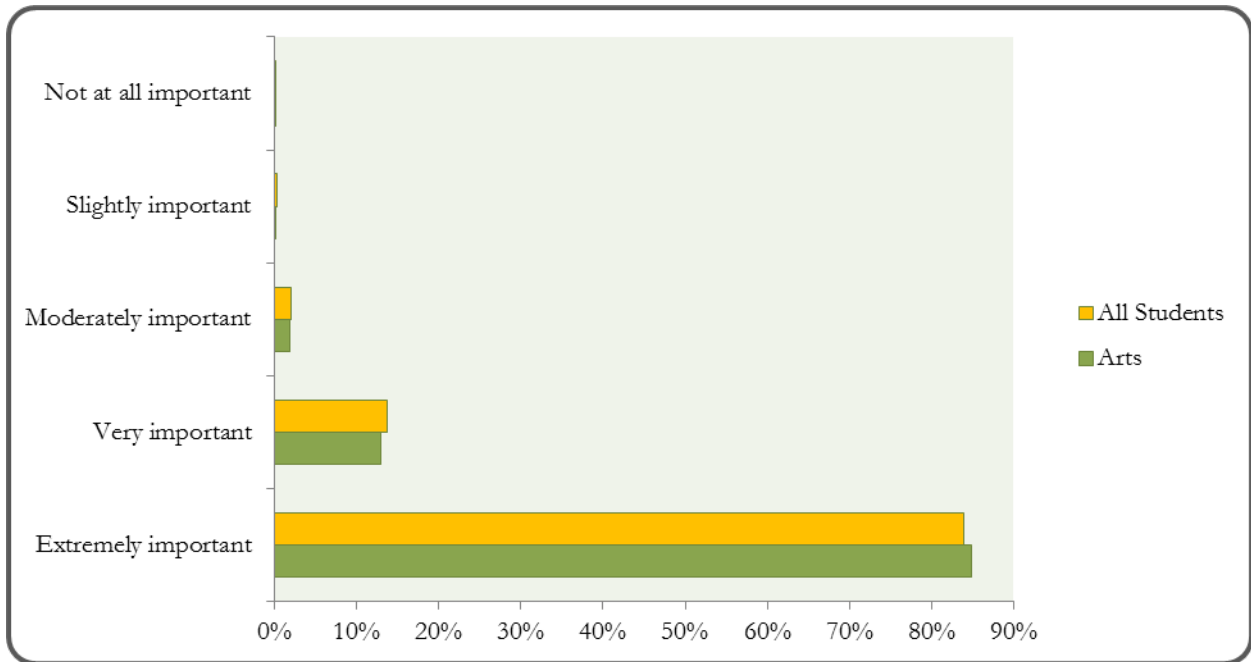
How important are the following factors to a quality University experience? - Instructors who care about students' learning



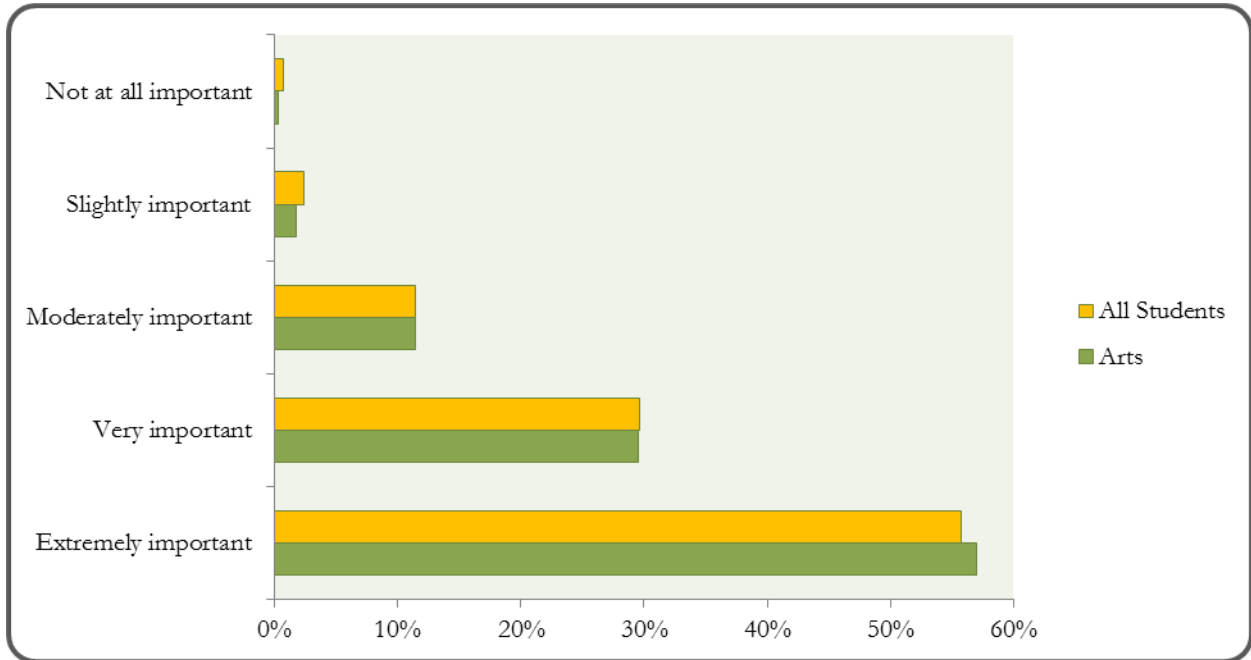
How important are the following factors to a quality University experience? - Degree programs and courses that prepare you for a future career



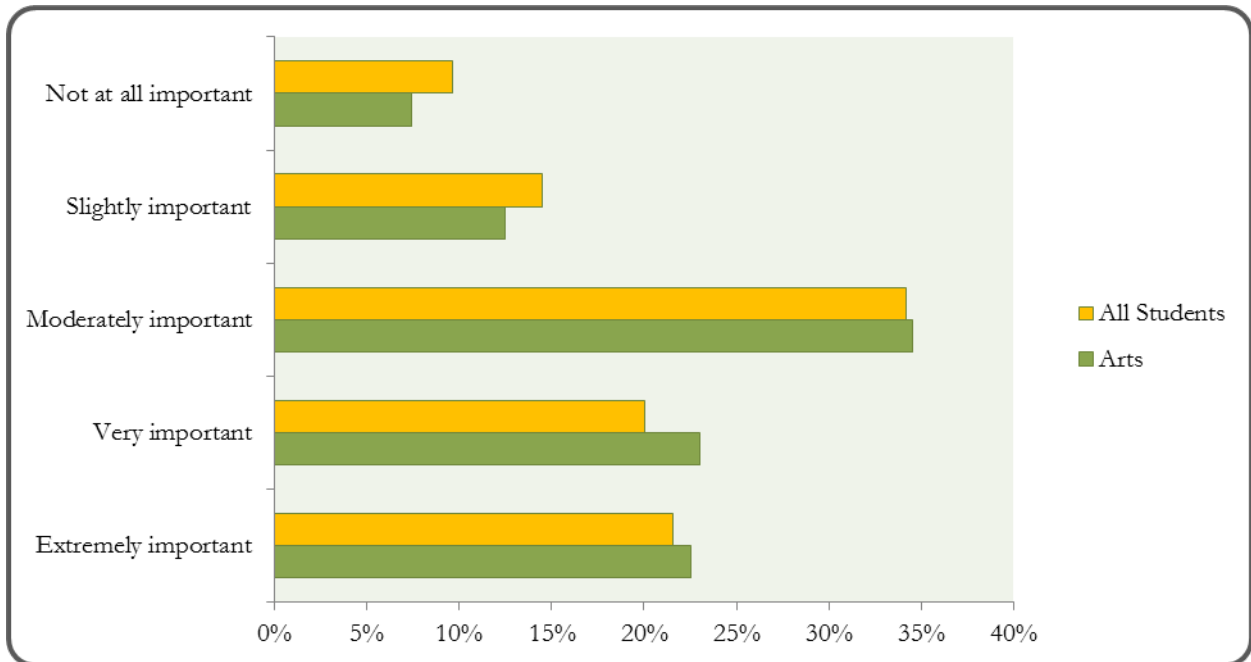
How important are the following factors to a quality University experience? - Instructors who are good teachers



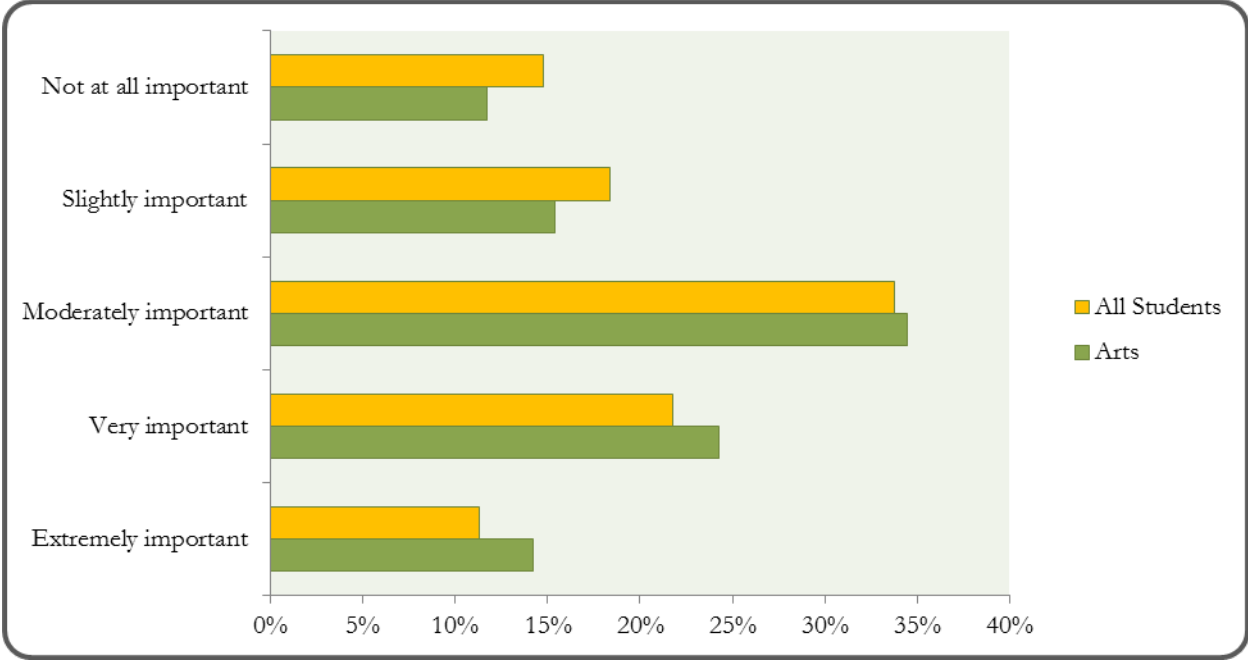
How important are the following factors to a quality University experience? - Thorough and helpful course material (books, course packs, etc.)



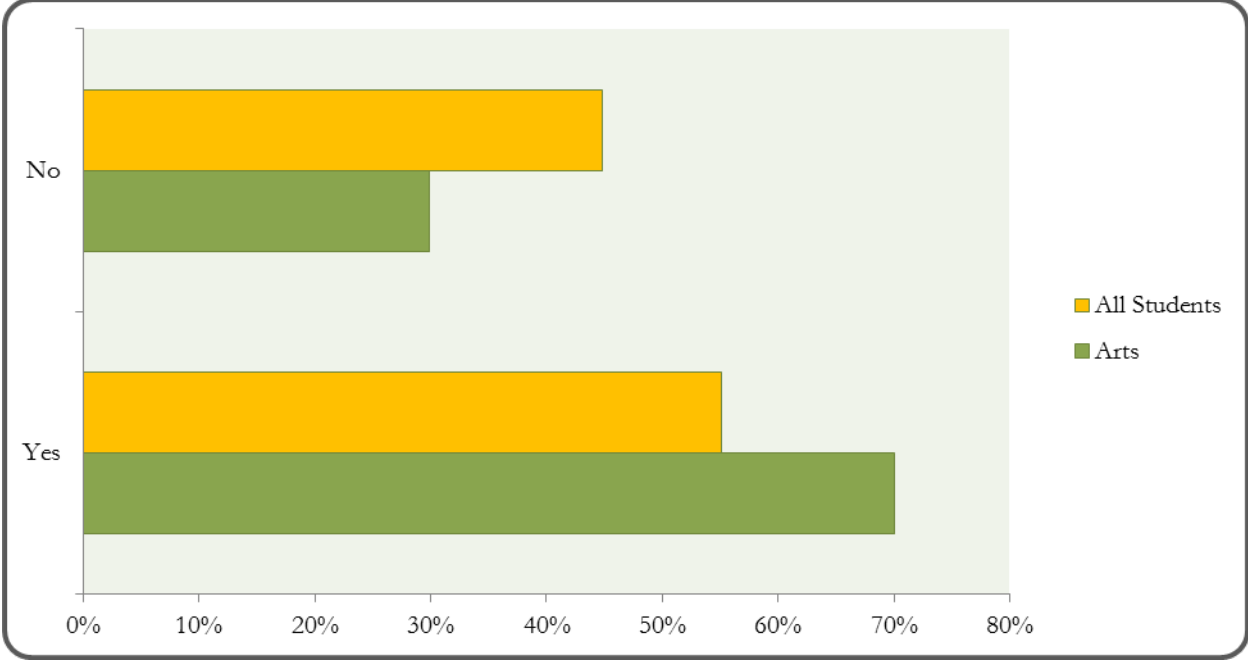
How important are the following factors to a quality University experience? - Small class sizes



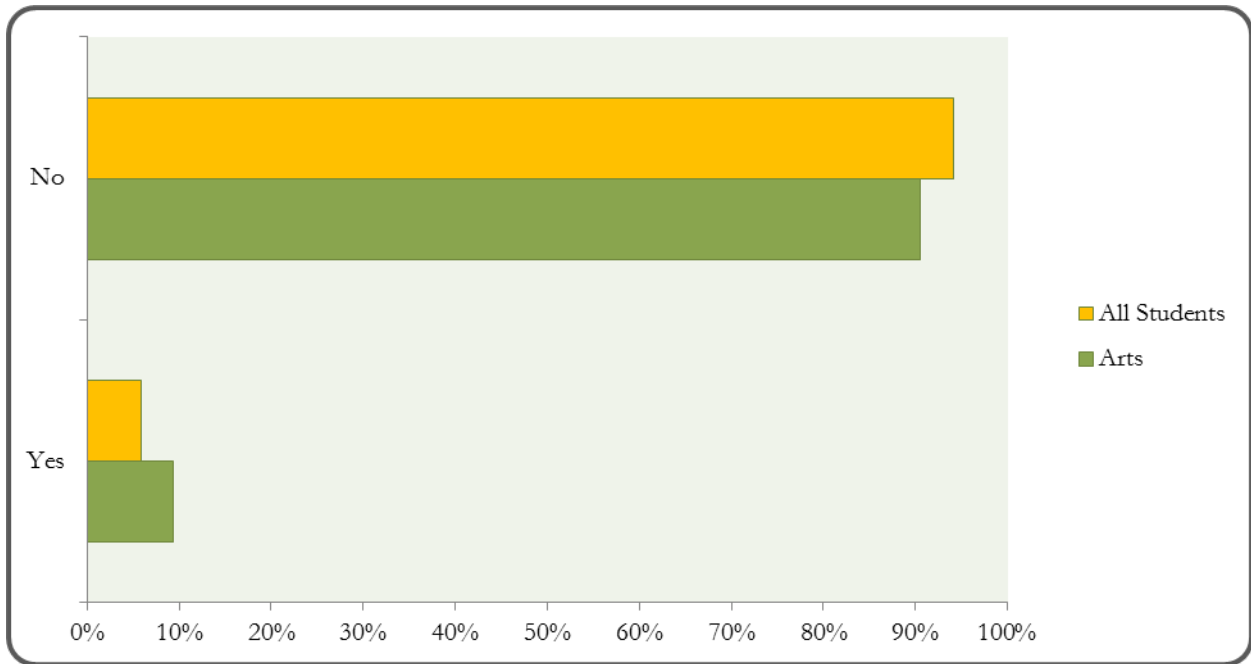
How important is it to you to engage in research during your undergraduate learning experience?



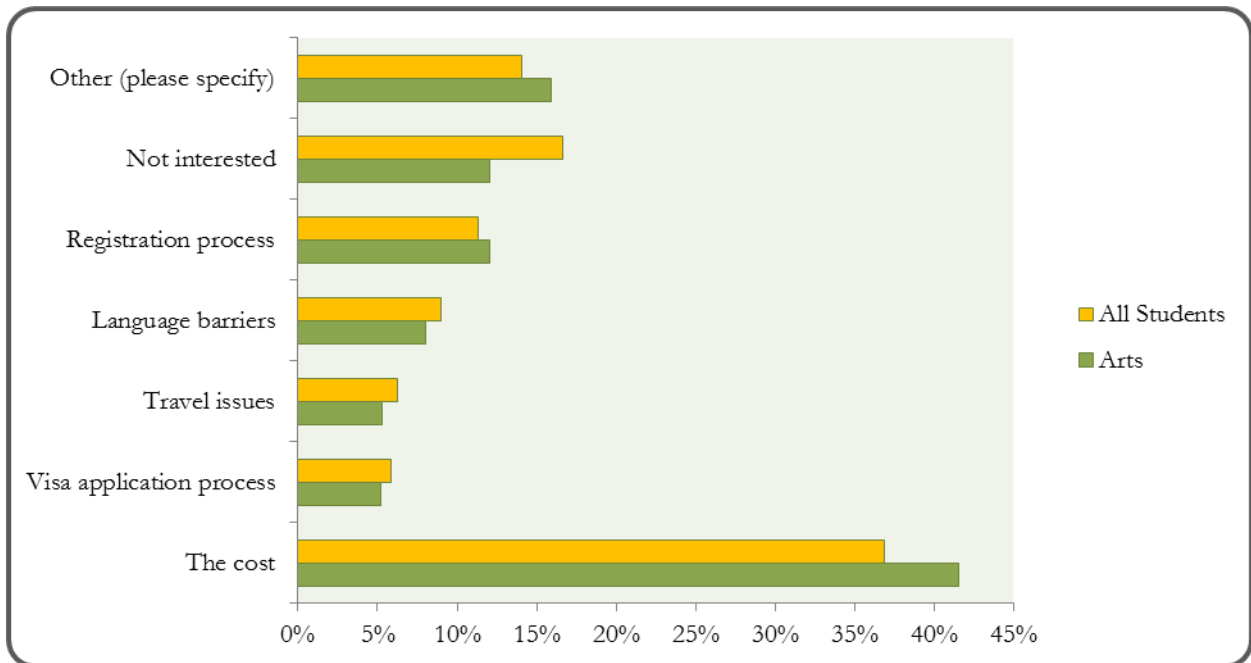
Do you plan to pursue graduate studies?



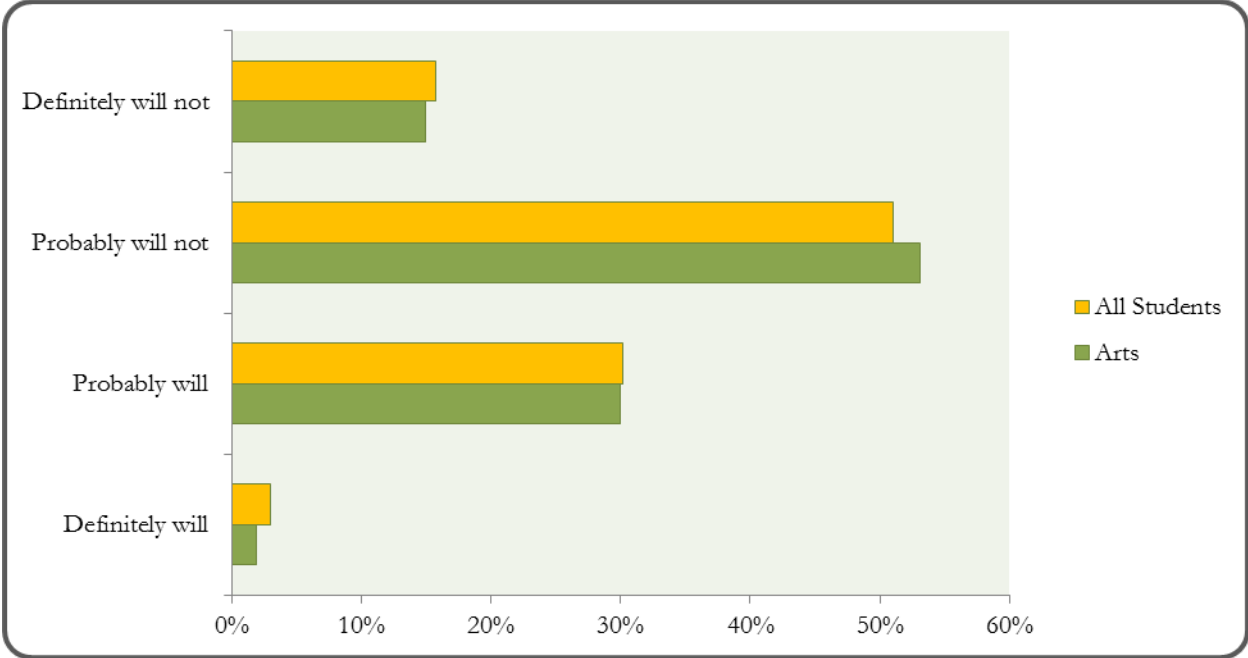
Have you participated in a study abroad program?



What has stopped you from participating in a study abroad program? (Check all that apply)



How likely are you to make a financial donation to the University of Alberta after you graduate?



**2011 Students' Union Undergraduate
Student Survey Attributes Summary for
Bachelor of Arts Curriculum Review**

ACKNOWLEDEMENTS

I would like to thank the Students' Union for providing access to their survey results, and in particular, Justin Williams, the Students' Union's Director of Research & Political Affairs, for facilitating their access. The bulk of this analysis was done by the Students' Union's previous University Policy & Information Officer, Jessica Zvonkovic in 2012.

INTRODUCTION

The following chart is a summary of responses from a question asked in the 2011 Students' Union undergraduate student survey. This survey was distributed in the Fall of 2012 to all University of Alberta undergraduate students. It was sent by email and offered participants the chance to win a series of prizes for participating. All told the survey saw 7540 participants, and this particular question was answered by 5001 participants. This question allowed participants to offer multiple responses, meaning that when individually categorized, there were a total of 9,193 responses.

The question asked was:

“The university is interested in defining the university experience. What qualities do you feel a student should acquire as a result of their experience at the University of Alberta?”

As this is a very open question, respondents interpreted and answered it in unique ways. However, the majority of responses can be categorized as either: Skills, Characteristics, Experiences, or Miscellaneous.

Skills

Response	Number of Responses	Percent of Skill Responses	Percent of Total Responses
<i>Skill</i>			
General Knowledge or Skills	622	16.9%	6.8%
Social Skills	445	12.1%	4.8%
Critical Thinking Skills	439	11.9%	4.8%
Time Management Skills	318	8.6%	3.5%
Group/Teamwork Skills	225	6.1%	2.4%
Communication Skills	203	5.5%	2.2%
Work Ethic	203	5.5%	2.2%
Study/Learning	183	5.0%	2.0%
Field Specific Knowledge or Skills	179	4.9%	1.9%
Interpersonal Skills	130	3.5%	1.4%
Problem Solving Skills	121	3.3%	1.3%
Networking Skills	107	2.9%	1.2%
Organizational Skill	96	2.6%	1.0%
Hard-working	91	2.5%	1.0%
Writing Skills	75	2.0%	0.8%
Research Skills	77	2.1%	0.8%
Stress Management Skills	60	1.6%	0.7%
Public Speaking/Presentation Skills	53	1.4%	0.6%
Logical Reasoning Skills	44	1.2%	0.5%
Punctuality	11	0.3%	0.1%
Prioritization	8	0.2%	0.1%
<i>Total</i>	3690	100.0%	40.1%

Characteristics

Response	Number of Responses	Percent of Characteristic Responses	Percent of Total Responses
<i>Characteristics</i>			
Independent (Learners and in life)	446	14.1%	4.9%
Self-confident	394	12.4%	4.3%
Respect for others/Diversity	238	7.5%	2.6%
Responsible	230	7.3%	2.5%
Maturity/ Personal Growth	210	6.6%	2.3%
Open-minded	173	5.5%	1.9%
Well-rounded	149	4.7%	1.6%
Self-motivated	147	4.6%	1.6%
Enthusiasm/ desire for (further) learning	139	4.4%	1.5%
Leader	135	4.3%	1.5%
Intelligent	123	3.9%	1.3%
Professional	91	2.9%	1.0%
Diligent	78	2.5%	0.8%
Honest	73	2.3%	0.8%
Resourceful/Adaptable	68	2.1%	0.7%
Disciplined	52	1.6%	0.6%
Proud (In self or the Institution)	51	1.6%	0.6%
Passionate	44	1.4%	0.5%
Creative	42	1.3%	0.5%
Determined	40	1.3%	0.4%
Curious	39	1.2%	0.4%
Patient	37	1.2%	0.4%
Dedicated	29	0.9%	0.3%
Satisfied	24	0.8%	0.3%
Reliable	20	0.6%	0.2%
Compassionate	18	0.6%	0.2%
Outgoing	16	0.5%	0.2%
Ambitious	13	0.4%	0.1%
Innovative	12	0.4%	0.1%
Modest	10	0.3%	0.1%
Individuality	9	0.3%	0.1%
Courageous	6	0.2%	0.1%
Kind	6	0.2%	0.1%
Happy	5	0.2%	0.1%
Empowered	3	0.1%	0.0%
Insightful	1	0.0%	0.0%
<i>Total</i>	3171	100.0%	34.5%

Experiences

Response	Number of Responses	Percent of Experience Responses	Percent of Total Responses
<i>Experience</i>			
Work or practical experience	275	54.2%	3.0%
A positive, broad experience	107	21.1%	1.2%
Understanding potential career paths	71	14.0%	0.8%
Research Experience	42	8.3%	0.5%
A Degree	12	2.4%	0.1%
<i>Total</i>	507	100.0%	5.5%

Miscellaneous

Response	Number of Responses	Percent of Miscellaneous Responses	Percent of Total Responses
<i>Miscellaneous</i>			
employment/life prep*	856	50.8%	9.3%
Contributing Member of Society/ Community	122	7.2%	1.3%
Sense of Belonging/Sense of Community at the	120	7.1%	1.3%
Understanding of Global/Social Issues	104	6.2%	1.1%
Life Balance	95	5.6%	1.0%
Friends	91	5.4%	1.0%
A Good Education	87	5.2%	0.9%
Employability**	77	4.6%	0.8%
Sense of Accomplishment	32	1.9%	0.3%
Fun	26	1.5%	0.3%
Responsible Citizen	24	1.4%	0.3%
Other	50	3.0%	0.5%
<i>Total</i>	1684	18.3%	18.3%

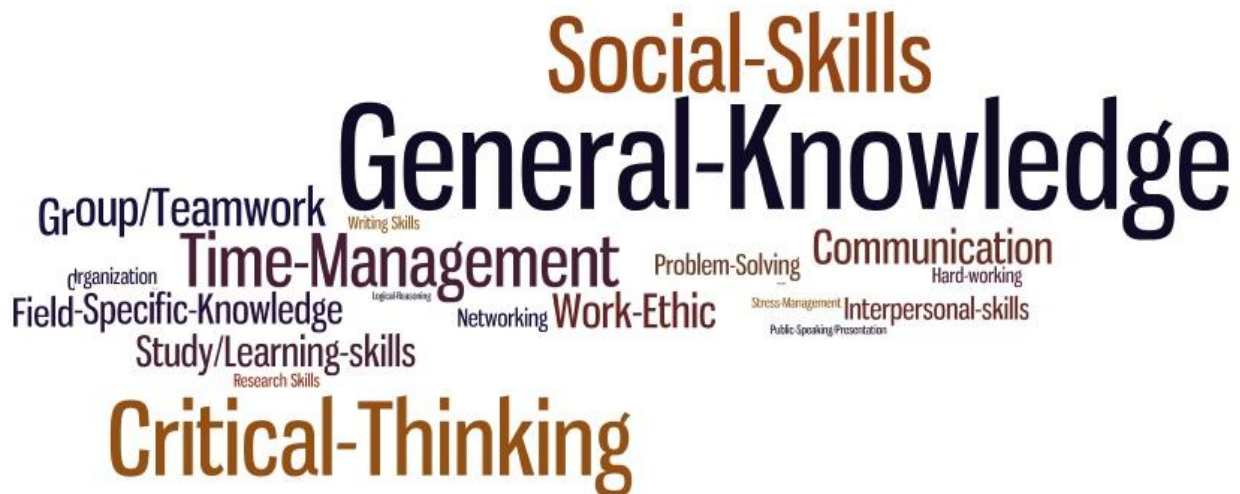
*Responses were categorized here if respondents made mention of the knowledge or skills gained, or should be gained, from an education at the UofA

**Responses were categorized here if the notion of the response was students should get a job by the nature of them simply finishing a degree

Visual Depiction of Characteristics Responses



Visual Depiction of Skills Responses



Visual Depiction of All Responses



DRAFT document, for discussion; revised February 13, 2015

BA Core Review ~ The Proposed Attributes BA

History of the Process

In November 2011 the Faculty of Arts began a systematic review of the BA general requirements, a process that is described in detail at uofa.ualberta.ca/arts/work-of-arts/ba-curriculum-review. After determining the reasons why such a review was necessary at this time—in part because of the growing need to articulate the value of a BA degree, communicating its benefits and outcomes clearly to students, parents, government bodies, and other stakeholders—a number of working groups submitted proposals outlining their visions of the future of the BA degree. In 2012 a series of open meetings and brainstorming sessions were held with the members of these groups along with others in the Faculty of Arts, eventually resulting in a lengthy discussion about whether or not to define the BA degree in terms of “attributes.” Attributes are the qualities, values, and dispositions that students develop during the process of obtaining a liberal arts degree. Attributes are broader than (but include) skills, and are encouraged in all students regardless of their field of study. More open meetings saw participants refining the notion of attributes and suggesting a range of attributes that would best represent the BA degree at the University of Alberta. These discussions were informed by specialists in curriculum development, including Dr. Jennifer Summit and Dr. John Galaty who gave lectures in January 2013 (for summaries of their talks please see uofa.ualberta.ca/arts/work-of-arts/ba-curriculum-review/progress-to-date/timeline-of-past-events). Once the working groups were merged into a single cohesive group, its members began researching the ways in which other universities, primarily in the United States and Australia, had organized their BA requirements around the concept of attributes. By the end of 2013, a key set of attributes was put forward, along with a proposed table of requirements that clearly outlined the number of course credits and expected learning outcomes for each set of attributes (uofa.ualberta.ca/arts/work-of-arts/ba-curriculum-review/working-proposals). This working proposal was then sent out to all stakeholders in the Faculty of Arts for feedback.

In September 2014 a committee was constituted at the request of Dean Lesley Cormack and Associate Dean Mickey Adolphson, Chair of the BA Curriculum Review. This committee was asked to bring the work of earlier iterations of the BA Review Committee to fruition by drafting a proposal of the attributes BA Review for presentation to Arts Faculty Council. This document is that draft. It is divided into four sections:

- History of the Process
- Principles of the Attributes BA
- Attributes: Learning Outcomes and Criteria
- Senior Courses and the Attributes

Principles of the Attributes BA

In a report prepared for Arts Faculty Council in November 2014 (the document was not distributed but was discussed), this committee articulated the principles and core ideas at the heart of its discussions of the attributes BA: that is,

- that the attributes should articulate clearly what we understand to be foundational principles and objectives in the Faculty of Arts: i.e. they should identify in a comprehensible way what we see students learning broadly when they undertake a BA
- that the attributes should not limit but expand students' engagement with the courses and areas of study within the Faculty
- that the attributes, as core requirements for the BA, should not be difficult to identify by students, instructors, and administrators, particularly those in the Undergraduate Student Services Office, to whom much of the work of supporting students through their programs and the BA requirements falls now and will continue to fall
- that, concomitantly, the attributes should not be difficult to manage at any level
- that the identification of attributes should provide a logic for the choices students make in the BA (i.e. not "because this department needs to offer these courses" or "because it's good for you" or "because we've always done it this way")
- that the attributes should make it possible to affirm the work and the value of the BA and liberal arts education without instrumentalizing courses as training, or reducing knowledge, learning, pedagogies, and research in Arts to "skillsets" or "toolboxes"
- that the attributes indicate a recognition that we are responsible to our students and that it is important for students to know what our BA can do and to plan for their own futures with a degree that provides them with qualities that can be identified as the basis for continued learning, employment, and social, political, and cultural engagement; this is not the promise of work but the identification of the ways in which learning in Arts can be understood and valued
- that it is a good thing to think about and clarify what we do; that it is important to provide ways for students to think about the courses they take and to be involved in the process of building a BA that works for them
- that many existing BA courses embody one or more attribute; this process will reinforce as well as develop clarity about the BA and its courses

Attributes: Learning Outcomes and Criteria

There are five proposed attributes for the BA. These proposed attributes are intended to replace the current BA Core requirements. They are not intended to necessitate a review of all courses and curricula across the Faculty. They are intended to identify for students, instructors, parents, prospective employers, and, indeed, everyone else what the BA provides, uniquely and importantly, the capacities that graduates might see themselves as having achieved outside of the contexts of discipline and area. These attributes are not skills per se but, rather, represent qualities and ways of thinking and knowing that those

who have earned the BA will take with them into their work, their future study, and their engagement with the world. The committee has undertaken, then, not to redesign the BA but to identify and clarify with reference to these attributes what we and our students do.

Ways of thinking and knowing

We understand this concept to operate as an umbrella attribute for the BA core as a whole.

Analysis and Interpretation (*6)

Purpose:

Learning Outcomes

- introducing students to the tools, methods, material, ideas of a discipline as well as interdisciplinary methods; focused on processes and not necessarily content per se
- analysis, including quantitative, qualitative and critical analysis
- interpretation, including making meaning of: findings, texts, events, creations
- theories of knowledge
- critical thinking and interpretation
- information literacy; numeric literacy

Criteria

Courses in this category will teach and ask students to apply analytical and interpretive methods of a field or discipline. At least 60% of the course grade must be focused on the demonstration of the analytical or interpretive skills. Courses in this category are typically not content-driven.

Research, Creation, and Inquiry (*3)

Learning Outcomes

- creative processes and solutions
- innovative thinking
- problem-oriented practices
- the production of new knowledge
- creation as a process that brings something into existence
- inquiry as an act of asking or looking for information and meaning

Criteria

Courses in this category emphasize engaged learning by means of group and individual problem solving or investigations that encourage students to think in dynamic and original ways. At least 40% of the course grade will require the active production of new knowledge in a variety of formats (visual, dramatic, textual, performative, or social exchanges, among others, depending on the discipline). Courses in this category typically involve substantial project assignments, and can be capstone projects in the final year.

n.b. Courses that emphasize the comprehension of a body of knowledge, the synthesis of ideas, or the mastery of a particular skill, for example, might also include aspects of “Research, Creation, and Inquiry,” but not as the primary elements in terms of structure, assignments, and outcomes; this category is specifically focused on creation and content.

Communication and Culture (*9, including a required *3 from a writing-intensive course [CREDIT REQUIREMENT FOR DISCUSSION])

Learning Outcomes

- seeing, reading, writing, speaking and hearing critically
- communication across and within disciplines and communities and cultures
- use of various media
- visual, aural and performance courses
- developing understanding and knowledge of cultural formations and histories and how they are communicated

Criteria

Writing Courses (min. *3)

Courses in this category emphasize cultural and/or interdisciplinary means of communication. At least 50% of the grade will be based on assignments that ask students to incorporate cultural or interdisciplinary approaches. These courses are writing-intensive. There must be a substantial amount of writing in the course, with in-class time devoted to teaching the skill and art of writing. Revisions and editing may be a part of assignments. Courses in this category may be taught in an LOE.

Non-writing Courses

Communication can include any sensory modes of communication, such as visual, auditory, performances, taste, and assignments can be text-based and/or performance-based. Those courses designated as visual or aural, will be primarily devoted to developing skills of visual or aural analysis and/or, as with the writing category, developing speaking skills effective with varying audiences. Courses in this category emphasize cultural and/or interdisciplinary means of communication.

Global Citizenship (*9, including a required *6 from an LOE [CREDIT REQUIREMENT FOR DISCUSSION])

Learning Outcomes

- literacy in global and local languages
- understanding language study
- global and cultural awareness
- engagement with diverse communities

Criteria

For LOE courses:

For courses in this category, the language of classroom instruction/reading/graded work must be predominantly an LOE.

For other courses:

These courses are focused on developing students' knowledge and understanding of diverse cultural contexts. The subject of the course engages one or more culture/nation/etc. and/or the course is taught abroad.

Engaged Learning, Responsible Citizenship, and Social Justice (*3)

Learning Outcomes

- experiential learning

- social engagement
- ethical awareness
- community participation
- citizenship
- engagement outside classroom and university

Criteria

Courses in this category are focused on developing students' understanding of the relationship of their studies to the community and of the ways in which post-secondary learning is dynamically engaged with the world in which we live. Courses will normally require students to participate in activities in the community or outside the classroom and have an interest in engaging the students actively with the practices of responsible environmental and community support. Course activities will normally have a practical, experiential component.

nb Students may fulfill up to *9 of the required *30 for the BA attributes from any other faculty, provided those courses meet the criteria for at least one of the attributes.

Senior Courses and the Attributes

The relationship of senior courses to the proposed attributes: 3 key points

An attribute is not something that is learned in one course, but that is developed through the whole of the BA. While the 30 credits that meet the attributes requirements may be completed in the first year, the development of attributes continues through the degree. This continuation highlights the fundamental nature of the requirements. More than boxes to be checked off, the requirements are key to the ongoing quest for understanding that characterizes a Liberal Arts degree. Such sustained emphasis on the attributes makes it clear that a BA encourages open-ended and potentially endless analysis in relation to specific subjects rather than a final mastery of skills or techniques.

a. Senior courses and the attributes

Although junior or 100- and in some instances 200-level courses have a foundational relationship to the proposed BA attributes, *it is not the case that students are required to fulfill the attributes solely with junior courses*. Students who are not required to take 100- and 200-level courses because of courses completed elsewhere that provide prerequisites for senior courses, advanced language skills, IB or in some instances AP grades, may choose to fulfill the attributes with senior courses. In order to make it possible for students to select such courses easily and for department and Faculty advisors to adequately and accurately direct and support students in that process of selection, *any senior course that fulfills an attribute requirement will be identified in the calendar*. While courses, especially at

the senior level, may be understood to saliently reinforce more than one attribute, and while that information will appear in the calendar, a single course may reinforce only one attribute in a student's BA program.

It is important to note that identifying senior courses with reference to the attributes they reinforce does not in any way require departments to alter the content or objectives of their existing courses, but only to align each with a particular attribute or, in some instances, with more than one. The proposed BA does not necessitate or even suggest any change to existing Major and Honours programs. While there is some work involved in the initial alignment of senior courses with attributes, and while departments will need to review these alignments probably annually in order to ensure that courses are identified accurately for students, we do not see this identification of courses as something that could lead to restrictions on the content and objectives of any courses. When a department chooses to offer a course whose content and objectives are at variance with the attribute identified in the calendar description, that information must be made clearly available on the department website and in any materials it circulates to students well in advance of the beginning of the course. *We propose that the calendar include clearly marked instructions to students to check with departments to ensure that courses meet particular attributes in any given year and that, when a course repeatedly falls outside of the attribute with which it was initially identified, its calendar description be reviewed.*

b. Capstone projects

Capstone projects that complete the 3 credits of the Research, Creation, and Inquiry attribute or any other attribute will typically but not necessarily be undertaken in the final year of a student's BA program. Capstone projects can be completed within existing upper-level courses, independent study courses, or with a "capstone" designation based on the specific requirements that have been determined by each Department.

c. The attributes BA: strengthening and clarifying a student's accomplishments through an identification of the attributes emphasized through the degree program

In the committee's view, one of the most important aspects of the proposed attributes BA inheres in the possibility of students choosing to emphasize an attribute through their program. Thus a student may complete any degree program in the Faculty, may choose courses that are identified in the calendar with reference to the specific attributes they reinforce, and will end up with a BA in a particular area that *will also be identified on the transcript as a degree that emphasizes a particular attribute*: for instance, Honours Anthropology with an emphasis in Global Literacy; or a Major in Psychology with an emphasis in Analysis and Interpretation. We feel strongly that such an emphasis, *which will not alter or interfere with any existing degree programs and will not require any supplementary work at the department level beyond the calendar identification and annual*

review of courses and the attributes they reinforce, will strengthen and clarify students' accomplishments and will enable them to explain and demonstrate how the work they have done through their degree has developed skills, knowledge, and methods that are both fundamental to the discipline within which they have studied and relevant and applicable outside of it—in employment, in advanced studies, and in work in and for communities, societies, and their political and structural apparatuses. We already know this to be the case for our students who have completed the BA—but not everyone does, and it is important that the value of the BA be communicated through the shorthand of the degree designation and the transcript. In consultation with designers, the transcript can be developed to include a visual representation of the attributes taken, providing the Faculty of Arts with a distinctive document that communicates student strengths in multiple formats. We hope to see a system of identifying emphasis on the transcript implemented in Faculty software programs that can be used for reviewing students' progress through their degrees, something that is currently done manually.

Respectfully,

Mickey Adolphson
Cecily Devereux
Pete Hurd
Lianne McTavish
Jan Selman
Micah True
Helen Vallianatos

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposed Revisions to the Discrimination, Harassment and Duty to Accommodate Policy and Related Procedures**

Motion: THAT General Faculties Council, as recommended by the GFC Academic Planning Committee, recommend that the Board of Governors approve the proposed revisions to the Discrimination, Harassment and Duty to Accommodate Policy and related Procedures as set forth in Attachments 1, 2 and 3, to take effect upon final approval.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Vice-President (Finance and Administration) Provost and Vice-President (Academic)
Presenter	Logan Mardhani-Bayne (Initiatives Manager, Audit and Analysis) Wade King (Senior Advisor, Office of Safe Disclosure and Human Rights)

Details

Responsibility	Vice-President (Finance and Administration) Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To update the Policy and related Procedures as follows: <ul style="list-style-type: none"> • Update definitions and text to account for amendments to Alberta Human Rights Act • Update names, descriptions and responsibilities of campus services to reflect current names and functions • Clarify status of post-doctoral fellows under this policy by referencing applicable policy already in place • Transfer procedural information from Policy to Procedure and merge existing Discrimination and Harassment Procedures to comply with standard university practice and for clarity • Update Related Links to reflect current resources • Apply other minor textual edits for clarity and to reflect current practice
The Impact of the Proposal is	To bring the Policy into alignment with the Alberta Human Rights Act and to improve clarity to users of the policy.
Replaces/Revises (eg, policies, resolutions)	Discrimination, Harassment and Duty to Accommodate Policy Duty to Accommodate Procedure Discrimination and Harassment – Allegations Against Staff Procedure Discrimination and Harassment – Allegations Against Students Procedure
Timeline/Implementation Date	Upon final approval
Estimated Cost /funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	Following governance approval, revised policy and procedures will be communicated through outreach activities of the Office of Safe Disclosure and Human Rights
Supplementary Notes and context	See Policy and Procedures (redline versions) and Summary of Input from NASA.

Engagement and Routing (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p><For further information see the link posted on the Governance Toolkit section Student Participation Protocol></p>	<p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> •
	<p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> • Office of the Provost (Initiatives Manager and SAO) • Advancement (SAO) • University Relations (SAO) • Research (SAO) • Finance and Administration (SAO and VP) • Facilities and Operations (SAO) • Student Conduct and Accountability (Director, Student Judicial Affairs) • Students' Union (President) • Graduate Students' Association (President) • Human Resource Services (OHE, Faculty Relations) • Student Accessibility Services and Student Success Centre • UAPS (Director) • Sexual Assault Centre (Director) • General Counsel (Senior Counsel) • AASUA • NASA • Vice-Provosts' Council (Oct. 17) • President's Executive Committee – Operations (Oct. 27)
	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> • Office of Safe Disclosure and Human Rights (Senior Advisor)
<p>Approval Route (Governance) (including meeting dates)</p>	<p>GFC Academic Planning Committee – December 14, 2016 GFC Executive Committee – January 16, 2017 General Faculties Council – January 30, 2017 Board Human Resources and Compensation Committee – Feb 28, 2017 Board Safety, Health and Environment Committee – March 1, 2017 Board of Governors – March 17, 2017</p>
<p>Final Approver</p>	<p>Board of Governors</p>

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p><i>For the Public Good</i></p> <p>Goal: BUILD</p> <p>Objective 2, Strategy ii: Review, improve, and implement equity processes and procedures for recruiting and supporting faculty to ensure a balanced academy, representative of women, visible minorities, sexual and gender minorities, Indigenous peoples, and people with disabilities.</p> <p>Objective 3, Strategy ii: Review, improve, and implement equity processes and procedures for recruiting and supporting staff to ensure that all categories of staff are representative of women, visible minorities, sexual and gender minorities, Indigenous peoples, and people with disabilities.</p>
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<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p>1. Post-Secondary Learning Act: The Post-Secondary Learning Act (PSLA) gives the Board of Governors the authority to “develop, manage and operate, alone or in co-operation with any person or organization, programs, services and facilities for the educational or cultural advancement of the people of Alberta” (Section 60(1)).</p> <p>Further, the Board of Governors “must consider the recommendations of the general faculties council, if any, on matters of academic import prior to providing for [...] any other activities the board considers necessary or advantageous” (Section 19(e)).</p> <p>2. Post-Secondary Learning Act: The PSLA gives General Faculties Council (GFC) responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)) and over student affairs (Section 31), including authority concerning "student discipline."</p> <p>3. Alberta Human Rights Act: “4 No person shall ... (b) discriminate against any person or class of persons with respect to any goods, services, accommodation or facilities that are customarily available to the public, because of the race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status or sexual orientation of that person or class of persons or of any other person or class of persons.</p> 7(1) No employer shall ... (b) discriminate against any person with regard to employment or any term or condition of employment, because of the race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation of that person or of any other person.” <p>4. GFC Academic Planning Committee Terms of Reference (Mandate): “The Academic Planning Committee (APC) is GFC's senior committee dealing with academic, financial and planning issues. [...] [T]he President, Provost and Vice-President (Academic) or other Vice-Presidents may refer any matter to APC for consideration or recommendation to GFC. APC is also responsible to GFC for promoting an optimal learning environment for students and excellence in teaching, research, and graduate studies.”</p> <p>5. GFC Executive Committee Terms of Reference “5. Agendas of General Faculties Council GFC has delegated to the Executive Committee the authority to decide which items are placed on a GFC Agenda, and the order in which those agenda items appear on each GFC agenda. [...]</p> <p>When recommendations are forwarded to General Faculties Council from APC, the role of the Executive shall be to decide the order in which items should be considered by GFC. The Executive Committee is responsible for providing general advice to the Chair about proposals</p>
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	<p>being forwarded from APC to GFC.”</p> <p>6. General Faculties Council Terms of Reference (Mandate) “The issues which remain with GFC or which would be referred by a Standing Committee to GFC would generally be in the nature of the following: • high level strategic and stewardship policy issues or matters of significant risk to the University”</p> <p>7. Board Human Resources and Compensation Committee (BHRCC) Terms of Reference: “3. MANDATE OF THE COMMITTEE Except as provided in paragraph 4 and in the Board's General Committee Terms of Reference, the Committee shall monitor, evaluate, advise and make decisions on behalf of the Board with respect to, and the Board delegates to the Committee responsibility and authority for, all policies and procedures affecting staff working conditions at the University and matters for collective bargaining and related service contracts. The Committee shall also consider any other matter delegated to the Committee by the Board. Without limiting the generality of the foregoing the Committee shall: [...] c) review and approve material changes to personnel policies of the University that are outside the regular collective bargaining process and consider trends affecting such policies;”</p> <p>8. Board Safety, Health and Environment Committee (BSHEC) Terms of Reference: “3. Mandate of the Committee Except as provided in paragraph 4 hereof and in the Board's General Committee Terms of Reference, the Committee shall monitor, evaluate, advise and make decisions on behalf of the Board with respect to all matters concerning environmental health and the protection of the health, safety and security of the University community and the general public at the University as well as University student health and wellness. The Committee shall also consider any other matter delegated to the Committee by the Board. Without limiting the generality of the foregoing the Committee shall: a) provide oversight regarding the environmental health, safety and security of the University community: (i) approve University policies and procedures relating to environmental health, safety, and security issues and compliance therewith; b) provide oversight regarding student health and wellness initiatives and strategies on campus: (i) review and approve University policies and procedures relating to student health and wellness issues;</p>
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Attachments:

1. Discrimination, Harassment and Duty to Accommodate Policy (pages 1 - 10)
2. Discrimination and Harassment Complaint Procedure (pages 1 - 6)
3. Duty to Accommodate Procedure (pages 1-8)
4. Summary of Input from the Non-Academic Staff Association (pages 1 - 3)

U of A Policies and Procedures On-Line (UAPPOL)

Original Approval Date: May 11, 2012

Most Recent Approval:

Discrimination, Harassment and Duty to Accommodate Policy

Office of Accountability:	Provost and Vice-President (Academic) Vice-President (Finance and Administration)
Office of Administrative Responsibility:	Vice Provost and Dean of Students Vice-Provost & Associate Vice-President, Human Resources
Approver:	Board of Governors (Board Human Resources and Compensation Committee) General Faculties Council (GFC Executive Committee)
Scope:	Compliance with this University policy extends to all members of the University community. Compliance with this University policy extends to academic staff, administrators, colleagues, and support staff as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories) as well as undergraduate and graduate students, postdoctoral fellows, emeriti, members of the Board of Governors, third party contractors, visiting speakers and volunteers.

Overview

As a leading teaching and research institution whose work is local, national, and international, the University of Alberta is responsive to the needs of a diverse student population and workforce, as well as to the urban, rural, francophone, Aboriginal, and multicultural communities in which it does its work. The University is enriched by diversity, and it welcomes and seeks to include many voices, including those that have been under-represented or excluded.

This policy is guided by the following principles:

1. Equity

Equity is about fairness: in access – to education, to employment – and in opportunity to succeed in these domains. As a guiding principle of this policy, equity reflects an understanding that the University of Alberta is an increasingly diverse community and that it will respect and value the differences of its members.

2. Responsibility

Responsibility for achieving a work, study, and living environment free of harassment and discrimination falls on ~~every member of the University community~~ **individual to whom this Policy applies**. All members can reasonably expect to pursue their work and studies in a safe and respectful environment. Neither the University nor any ~~members of the University community~~ **associated individual** shall practice or condone any discriminatory or harassing conduct that adversely affects the pursuit of work and study or life on campus. ~~Members of the University community~~ **Individuals** who are aware of acts of discrimination or harassment are encouraged to take appropriate steps to stop the discriminatory or harassing behavior. Advice and assistance may be sought from anyone in a position of authority, such as a supervisor, instructor or administrator. More formal advice and assistance may be sought from the Office of Safe Disclosure and Human Rights (OSDHR),

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~~Student Ombud Service (SOS)~~ **Office of the Student Ombuds (OSO)**, the Association of Academic Staff University of Alberta (AASUA), the Non-Academic Staff Association (NASA), ~~Health Promotion and Worklife Services (HPaWS)~~ **Human Resource Services (HRS) and Organizational Health and Effectiveness (OHE)**, the Office of the Dean of Students and ~~Specialized Support and Disability Services (SSDS)~~ **Student Accessibility Services (SAS)**.

3. Academic Freedom

The University of Alberta's motto, *Quaecumque Vera* (whatsoever things are true) declares the University's commitment to academic freedom and freedom of speech. As an institution of higher learning and research, the University is devoted to discovery, debate, difference of opinion, and the careful and public weighing of ideas and actions. Members of the University have the right to pursue the truth in their research and publications, artistic creations, teaching, learning, service, and public debate. This includes the right to question and criticize the status quo. Academic freedom, however, is not without limits. It is not, for example, a justification or license for discrimination or harassment ~~or for preventing the lawful exercise of free speech.~~

Purpose

The purpose of this policy is to foster and protect a **respectful environment** for work, study, and living that supports ~~the dignity and equality of~~ **equity for** all members of the University of Alberta. This policy expresses the University's commitment to a work, study, and living environment that is free of **discrimination** and **harassment**, and it ensures that the University of Alberta will meet both its obligations under law and its ethical responsibilities as an institution of higher learning. These legal and ethical responsibilities include the **duty to accommodate** and the provision of opportunities to persons who require **accommodation** based on a **protected ground**.

POLICY

1. DISCRIMINATION OR HARASSMENT

It is the policy of the University of Alberta that acts of discrimination or harassment committed by any **individual to whom this policy applies** ~~member of the University community~~ are strictly prohibited. Discrimination and harassment in the work, study and living environment includes, but is not limited to, discrimination and harassment on University of Alberta property, at University-related functions, in the course of work or study assignments outside the University, at work or study-related conferences or training sessions, during work or study-related travel, or by phone, computer, or other electronic means.

Individuals affected by discrimination or harassment will be provided with a process for making and resolving complaints. Complaints relating to sexual violence will be addressed under the *Sexual Violence Policy*. Complaints of discrimination or harassment will be addressed and resolved in a timely manner, whenever possible. **When a complaint of discrimination or harassment is established, appropriate action is taken, regardless of the authority or seniority of the offender.** Individuals who engage in harassing or discriminatory behaviours may be subject to disciplinary action.

The University has an overriding institutional interest in maintaining an environment free from discrimination and harassment and may therefore itself initiate an investigation, or become a complainant, or continue with a complaint withdrawn by a complainant.

Retaliation or reprisal against a person who has made a complaint, or against witnesses to a complaint, are similarly prohibited. Individuals who engage in retaliation may be subject to disciplinary action.

The University also recognizes the serious nature of allegations of discrimination and harassment that are made in bad faith, and it may take disciplinary action should allegations of discrimination or harassment be shown to be malicious, frivolous, fraudulent, or vexatious. Submitting a complaint in good faith, even when the complaint cannot be ~~proven~~ **established**, is not a violation of this policy.

Procedures on reporting and resolving discrimination or harassment complaints are published under this policy.

U of A Policies and Procedures On-Line (UAPPOL)

2. DUTY TO ACCOMMODATE

To ~~assist~~ **enable** members of the University **community** to make their full contributions, the University of Alberta will take reasonable steps to accommodate individuals who are disadvantaged by employment, tenancy, or educational rules, standards, policies, or practices related to protected grounds to the point of **undue hardship**, or as required by law.

The University is committed to academic excellence. Accommodation ~~of students with disabilities~~ neither requires nor implies that the University lower its academic **or professional** standards. Nor does accommodation relieve ~~the students~~ of the responsibility to **develop demonstrate** the essential skills and competencies required by programs, **or relieve staff of the responsibility to meet the performance requirements of a position in which they are accommodated.**

Accommodation of members of the University community requires the University to take ~~appropriate~~ **reasonable** steps to eliminate discrimination resulting from a rule, practice or barrier that has a negative effect on a person **by reason of a protected ground.** ~~with a need for accommodation.~~ The University's duty to accommodate is far-reaching. However, the law recognizes that, in certain circumstances, a limitation on individual rights may be reasonable and justifiable if the University can show that the discriminatory practice, standard, decision or rule is a "bona fide requirement" (BFR) or a "bona fide occupational requirement" (BFOR) **and/or that accommodation would impose undue hardship on the University.**

The University will apply current legal requirements in making such determinations. ~~Currently,~~ ~~to~~ justify a practice, standard, decision or rule as a BFR or BFOR, the University must demonstrate, on a balance of probabilities, that the impugned practice, standard, decision or rule:

- a) was adopted for a rational purpose connected to the performance of the job or the provision of the service;
- b) was adopted in an honest and good faith belief that it was necessary to the fulfillment of the job or service;
- c) is reasonable and necessary to the fulfillment of the job or service.

To show that the practice, standard, decision or rule is reasonable and necessary, the University must demonstrate that accommodation of the employee or student would impose undue hardship on the University.

Procedures on requesting and ~~dealing with~~ **addressing** accommodation issues are published under this policy and include examples of accommodation measures and **assessing** ~~ments~~ **of** undue hardship.

3. GENERAL RESPONSIBILITIES

~~While~~ It is a guiding principle of this policy that all members of the University community – **including the Board of Governors and General Faculties Council** – share responsibility for creating and maintaining a work, study, and living environment **that supports the dignity of and equity for all persons, accommodates individuals based on protected grounds and is** free of discrimination and harassment. As such, the University recognizes its **institutional responsibility to:** ~~the following particular responsibilities.~~

- implement effective policy and procedures ~~on~~ to address discrimination and harassment and for resolving complaints of discrimination and harassment informally and formally
- where a discrimination or harassment complaint has been established, take appropriate regardless of the authority or seniority of the offender and consider whether a **remedy** may be offered to the person who experienced discrimination or harassment.
- implement effective policy and procedures to reasonably **accommodate members of the University community**, when and to the extent required by law ~~to members of the University community.~~
- promote awareness of this policy and its related procedures as well as relevant support services on campus
- maintain a safe, confidential and neutral mechanism for members of the University community to report concerns and/or make inquiries related to this policy
- ensure that requests for accommodation are addressed in accordance with any applicable employment agreements, student policies and this policy and related procedure

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Additionally, all senior leaders, including the President, Vice-Presidents, Deans, Directors and Chairs and other officers of the University ~~exercise~~ **have** administrative responsibility to implement this policy and associated ~~related~~ **related** procedures ~~and to give effect to the guiding principles of this policy~~, including by creating, supporting and maintaining a work environment that supports dignity and equity for all members of the University community, ~~accommodates in identified protected grounds and is free of discrimination and harassment~~. Specific ~~administrative~~ **administrative** responsibilities are ~~enumerated~~ **set out** in the procedures published under this policy.

All members of the University community are responsible for understanding discrimination, harassment, and duty to accommodate issues, working towards ensuring respectful work and learning spaces, promoting awareness about these issues and creating work and learning spaces in which members of the University community can raise questions about discrimination and harassment without fear of reprisal.

~~a. Board of Governors, General Faculties Council and President~~

~~Through its Board of Governors, General Faculties Council and President, the University of Alberta is responsible, in particular, for:~~

- ~~i. Providing effective policy and procedures on discrimination and harassment, including those for **informal resolution** and **formal resolution**.~~
- ~~ii. Providing effective policy and procedures for reasonable accommodation, when and to the extent required by law, to members of the University community.~~
- ~~iii. Providing for review of this policy from time to time and as required.~~

~~b. The University of Alberta~~

~~The University has an overriding interest in maintaining an environment free from discrimination and harassment and may therefore itself initiate an investigation, or become a complainant, or continue with a complaint withdrawn by a complainant. The University of Alberta is responsible for:~~

- ~~i. Ensuring that accommodation options are investigated in a respectful and timely manner with persons applying for accommodation.~~
- ~~ii. Ensuring that requests for accommodation are addressed as appropriate pursuant to any applicable negotiated employment agreements, student policies and the terms of this policy.~~
- ~~iii. Ensuring that when a complaint of discrimination or harassment is upheld, appropriate action is taken, regardless of the authority or seniority of the offender.~~
- ~~iv. Considering whether a **remedy** may be offered to a member of the University community who has experienced discrimination or harassment.~~
- ~~v. Ensuring that, through the Office of Safe Disclosure and Human Rights (OSDHR), education about, and information to create awareness of this policy are made available to all members of the University community.~~
- ~~vi. Ensuring that, through OSDHR, easily accessible information on discrimination, harassment and the duty to accommodate can be found on the University website and that the information clearly outlines issues, describes the process for both **complainant** and **respondent** and for persons requesting accommodation and provides information about relevant support services on-campus.~~
- ~~vii. Ensuring that the University provides information to members of the University community regarding their right to seek accommodation.~~

~~c. Vice-Presidents, Deans, Directors and Chairs~~

~~Under this policy, Vice-Presidents, Deans, Directors, Department Chairs and other officers of the University have an administrative responsibility to uphold the University's policy on discrimination, harassment, and duty to accommodate. They are responsible within their portfolios for creating, supporting, and maintaining a work environment that is free of discrimination and harassment. This administrative responsibility includes, but is not limited to:~~

U of A Policies and Procedures On-Line (UAPPOL)

- ~~i. Working to inform themselves and members of the University community for whom they are responsible of the provisions of this Policy and supporting awareness about discrimination, harassment, and duty to accommodate issues.~~
- ~~ii. Promoting and supporting the educational efforts of the University to make its members aware of discrimination, harassment, and duty to accommodate issues and of their responsibility under this policy.~~
- ~~iii. Supporting, participating in, and ensuring that within their portfolios, reasonable accommodation is provided when and to the extent required by law. If the need for accommodation is evident, responsibility for providing it may exist even if the person requiring it does not self-identify. Vice-Presidents have specific responsibility for authorizing and providing funds to assess accommodation options and have them implemented.~~
- ~~iv. Participating in processes aimed at resolving complaints of discrimination and harassment and supporting the determined remedy as appropriate under the agreed-upon terms.~~
- ~~v. Ensuring proper collection, retention of and access to accommodation records, which respects the privacy interests of the individual and the University's need for sufficient information to assess and implement accommodations.~~

~~d. Supervisory Staff, Instructors and Students~~

~~Supervisory staff, instructors and students are responsible for:~~

- ~~i. Recognizing the responsibility of all members of the University community to understand discrimination, harassment, and duty to accommodate issues;~~
- ~~ii. Working in partnership towards ensuring respectful work and learning spaces and promoting awareness about issues related to discrimination, harassment, and duty to accommodate.~~
- ~~iii. Creating work and learning spaces in which members of the University community can raise questions about discrimination and harassment without fear of reprisal.~~

~~e. Office of Safe Disclosure and Human Rights (OSDHR)~~

~~The University employs a Safe Disclosure and Human Rights Advisor ["the Advisor"]. The Advisor's responsibilities include:~~

- ~~i. Maintaining a safe, confidential and neutral space where members of the University can report concerns and/or make inquiries related to this Policy.~~
- ~~ii. Providing advice and information on policies and procedures relating to discrimination, harassment, and duty to accommodate to complainants, respondents, applicants for accommodation and members of the University community.~~
- ~~iii. Providing advice and/or referral services (including, but not limited to AASUA, NASA, Student OmbudService, Sexual Assault Centre, Specialized Support and Disability Services and Health Promotion and Worklife Services (HPaWS)) to any member of the University community who asks for help with a discrimination or harassment problem or with an application for accommodation.~~
- ~~iv. Developing and implementing an educational framework focused on preventing discrimination and harassment as well as informing or training members of the University community of the provisions of this Policy. This includes providing guidance on creating a work, study and living environment that is supportive of human rights.~~
- ~~v. Monitoring, where possible, resolution processes undertaken to resolve matters that arise under this policy to ensure they are fair and equitable for all, and expressing any concerns to the appropriate Vice-President.~~
- ~~vi. Reporting directly to the Associate Vice-President (Audit and Analysis) and submitting an annual report to General Faculties Council and to the Board of Governors.~~

~~f. Specialized Support and Disability Services (SSDS)~~

~~i. For Students~~

~~SSDS, the office responsible for providing specialized support and disability services, is guided by the mandate of the University of Alberta's Policy for Students with Disabilities of~~

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~~“attracting and retaining qualified students with disabilities”. The office serves prospective and current students whose permanent disabilities involve conditions affecting mobility, vision, hearing, and physical and mental health. It coordinates the process of accommodating students with disabilities in cooperation with faculties, departments, and appropriate units by:~~

- ~~i. Evaluating the impact of the disability (based on formal documentation of disability and student information) in the context of meeting academic program requirements on a case by case basis.~~
 - ~~ii. Making recommendations, and coordinating implementation of, reasonable accommodation without compromising academic standards and in keeping with the University’s policies and human rights legislation.~~
 - ~~iii. Promoting and advising on universal design and access to all areas of university life in which students with disabilities participate (such as classroom, lab and field experience learning, housing, recreation, electronic instruction and communication and university events).~~
 - ~~iv. Working closely with university Facilities and Operations through the Accessibility Advisory Committee to promote universal design in capital projects.~~
- ~~ii. For Faculty and Staff~~
- ~~SSDS works in close liaison with the Student OmbudService, HPaWS, faculties, departments, and various other administrative units throughout the University to promote an inclusive and accessible teaching, research, and work environment for employees with disabilities and to advance recruitment initiatives consistent with the University’s employment equity plan. To that end, the office:~~
- ~~i. Promotes barrier-free workspaces and inclusive practices that accommodate disability.~~
 - ~~ii. Guides departments/units in understanding equity issues and the accommodation process.~~
 - ~~iii. Recommends specific accommodations which promote the individual’s ability to meet work and professional competencies while diminishing impact of disability.~~
 - ~~iv. Facilitates or supports reasonable accommodation efforts and provides support to employees with disabilities and their supervisors and units.~~
 - ~~v. Provides consultation to, or referral of, faculty and staff members who experience difficulty meeting professional or work-related responsibilities due to disability.~~
 - ~~vi. Provides direct services such as communication support for deaf and hard of hearing employees, evaluation, training, and technical support with adaptive technology, access to materials in alternate format, loan of ergonomic furniture and equipment, and adaptive technology and software.~~
 - ~~vii. Working closely with university Facilities and Operations through the Accessibility Advisory Committee to promote universal design in capital projects.~~
 - ~~viii. Works closely with the offices that provide human resource services, environmental health and safety services, safe disclosure and human rights services, and specific units in supporting faculty and staff members with disabilities.~~

~~g. Additional Resources~~

~~A large variety of additional specialized support services, such as the Sexual Assault Centre, the Aboriginal Student Services Centre, Student Legal Services and the Chaplain’s Association, can provide information, counseling, and support to persons involved in issues of discrimination, harassment, and accommodation. Those seeking advice or information as it pertains to University policy are encouraged to contact the Office of Safe Disclosure and Human Rights or the Student OmbudService which can also provide referrals to the support service units.~~

~~As part of its commitment to provide a work, study, and living environment free from discrimination and harassment, the University will review from time to time the resources needed to carry out this Policy.~~

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DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. ▲Top	
Members of the University Community	All employees, (including but not limited to, academic staff, support staff and administrators), adjunct professors, professors emeriti, lecturers, clinical staff, all students (including undergraduate students and graduate students), and post-doctoral fellows.
Respectful Environment	The respectful environment is characterized by a shared commitment to civility and human dignity. It values and respects academic freedom and it welcomes a diversity of perspectives. It recognizes and rejects activities that are harmful to mutual respect and is committed to educating members of the University about respect in work, study, and living environments. The work, study and living environment extends beyond the University's campuses and properties and includes, but is not limited to, University-related functions, work or study assignments outside the University, work or study-related conferences or training sessions, work or study-related travel, and communication by phone, computer, or other electronic means.
Discrimination	A distinction, whether or not intentional, based on a characteristic or perceived characteristic referenced in the protected grounds that has the effect of imposing on an individual or group of individuals burdens, obligations or disadvantages that are not imposed on others, or of withholding or limiting access to opportunities, benefits and advantages available to other individuals in society.
Harassment	<p>Conduct or comment, either one-time or repeated that:</p> <ul style="list-style-type: none"> a) is demeaning, intimidating, threatening, or abusive; and b) is not trivial or fleeting in nature; and c) causes offence and should have reasonably been expected to offend; and d) serves no legitimate purpose for the work, study or living environment, and e) undermines authority or respect in the work, study or living environment, or impairs work or learning performance, or limits opportunities for advancement or the pursuit of education or research, or creates an intimidating, hostile or offensive work or learning environment. <p>Harassment includes <u>bullying</u>, which is a form of aggression that may include physical, verbal, or emotional abuse. Bullying poisons the work, study or living environment of the person it targets. It can include persistent, offensive, abusive, intimidating or insulting behavior, abuse of power, and/or unfair sanctions which make the individual feel threatened, humiliated, and/or vulnerable.</p> <p><u>Sexual Harassment</u> may be broadly defined as unwelcome conduct or comment of a sexual nature which detrimentally affects the work, study or living environment or otherwise leads to adverse consequences for the person who is the target of the harassment.</p> <p>It may consist of unwanted sexual attention, sexually oriented remarks or behaviours, or the creation of a negative psychological and emotional environment based on gender, gender identity or sexual orientation. It may be an isolated act or repetitive conduct, but cannot be trifling. A reprisal or threat of reprisal against an individual for rejecting a sexual solicitation or advance may also constitute sexual harassment.</p>

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	<p>The person(s) engaged in harassment need not have the intention to harass; it is the objective assessment of the circumstances that matters. How would a reasonable observer perceive the situation? A complainant need not expressly object to unwelcome conduct or comments, although any clear indication that the behaviour is unwanted will satisfy the test. A complainant's apparent passivity or failure to object overtly to sexual advances does not necessarily signal consent or welcomed behaviour, especially where a power imbalance exists between the individuals.</p> <p><u>Racial Harassment</u> involves unwanted or unwelcome comments, conduct or behavior that humiliates, intimidates, excludes or isolates an individual or group by focusing on their race, ethnicity, origin or religion. Overall, racial harassment undermines self-esteem and is a violation of the dignity and security of the individual or group(s) that it targets.</p>
Duty to Accommodate	<p>The duty to accommodate obligates the University to make reasonable adjustments, to the point of undue hardship or as required by law, to the delivery of services (including teaching and the method of evaluation) and the conditions of employment in order to reduce or eliminate the impact of discriminatory rules, policies, practices, standards, terms of employment, 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.</p>
Accommodation	<p>Accommodation is the process of making reasonable adjustments to the delivery of services and the conditions of employment in order to alleviate any adverse impacts on persons that result from the application of reduce or eliminate the impact of discriminatory rules, policies, practices, standards, terms of employment, or decisions, due to which have an adverse impact on an individual or group of individuals based on a characteristic or perceived characteristic referenced in the protected grounds. Accommodation is a shared responsibility between the University and the individual in need of accommodation, and is assessed on the unique circumstances of each individual. The process requires reasonable accommodation, not instant or perfect accommodation. The recipients of accommodation (e.g. students, faculty and staff) may be required to try different accommodation options. The University is required to provide reasonable accommodation up to the point of undue hardship.</p> <p>Accommodation neither requires nor implies that the University lower its academic or professional standards. Nor does accommodation relieve students of the responsibility to demonstrate the essential skills and competencies required by programs or staff of the responsibility to meet the performance requirements of a position in which they are accommodated.</p>
Bona fide requirement (BFR) / Bona fide occupational requirement (BFOR)	<p>A limitation on individual rights may be reasonable and justifiable if the University can show that a discriminatory practice, standard, decision or rule is a “bona fide requirement” (BFR) or “bona fide occupational requirement” (BFOR). To justify such a determination Currently, to establish a BFR or BFOR, , the University must demonstrate, on a balance of probabilities, that the impugned practice, standard, decision or rule:</p> <ol style="list-style-type: none"> a) was adopted for a rational purpose connected to the performance of the job or the provision of the service; b) was adopted in an honest and good faith belief that it was necessary to the fulfillment of the job or service; c) is reasonable and necessary to the fulfillment of the job or service.
Protected Grounds	<p>Discrimination is prohibited based on the following protected grounds:</p> <ol style="list-style-type: none"> a) race

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	<ul style="list-style-type: none"> b) colour c) ancestry d) place of origin e) religious beliefs f) gender, gender identity and gender expression (including pregnancy and gender identity) g) physical disability h) mental disability i) marital status j) family status k) source of income l) sexual orientation m) age n) political beliefs; <p>or any other groups as amended from time to time.</p>
<p>Undue Hardship</p>	<p>The University has a duty to take reasonable steps to accommodate individual needs to the point of undue hardship. Undue hardship occurs when accommodation would create onerous conditions for the University. While undue hardship will be decided in the circumstances of each case, onerous conditions may include, but are not limited to, the following. When the proposed accommodation would: including but not limited to the following, should be considered:</p> <ul style="list-style-type: none"> a) pose when there is a risk to the safety of others or a substantive risk of personal injury to the person seeking accommodation, b) entail unreasonable financial cost such that a program or service would cease to exist, or otherwise be unreasonable for the University to bear the costs of accommodation, c) effectively lower academic and/or when accommodation alternatives would result in lowering performance standards or result in substantive job requirements being unmet, d) unduly disrupt or interfere with when the accommodation would be unduly disruptive to an academic staff or collective agreement or cause substantial detrimental effects on other employees, e) When an educational accommodation would result in essential elements of an educational service or program not being offered to other students, or cause a detrimental effect on other students. as a result of accommodating an individual or a group of students. <p>All students are bound by the Code of Student Behaviour.</p>
<p>Informal Resolution</p>	<p>Informal resolutions are those that achieve remedies agreeable to complainants and respondents, but do not invoke formal resolution procedures. Informal resolutions involve the relevant parties, and may include coaching, counseling, supporting, mediating, or otherwise facilitating the resolution of the complaint. See procedures linked to this Policy.</p>
<p>Formal Resolution</p>	<p>Formal resolutions are effected through procedures described in the University's academic staff and collective agreements with AASUA and NASA, in the Code of Student Behaviour, in the Postdoctoral Fellows Policy or in the procedures linked to the Discrimination, Harassment and Duty to Accommodate Policy.</p>
<p>Remedy</p>	<p>The general purposes of a remedy are:</p> <ul style="list-style-type: none"> a) to restore, as closely as possible, to a person whose complaint of discrimination or harassment has been sustained, the position she or he would have been in had the discrimination or harassment not occurred; and b) To prevent further acts of discrimination or harassment.

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	A remedy will be appropriate to the individual case and severity of the finding of discrimination or harassment. It may include, but is not limited to, an apology, the creation of a policy, a promise or requirement to cease the behaviour, or a transfer.
Complainant	A complainant is a person who alleges s/he has experienced believes he or she has been a victim of discrimination and/or harassment and initiates a complaint against a member of the University community or other individual covered under this Policy.
Respondent	A respondent is a member of the University community who has been accused of discrimination or harassment by a complainant.

RELATED LINKS

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

Administrative and Professional Officer Agreement (University of Alberta)
Alberta Human Rights Act (Government of Alberta)
Code of Student Behaviour (University of Alberta)
Discrimination and Harassment Complaint Guidelines for Students (University of Alberta)
Employment Equity and Human Rights (Government of Alberta and Canada)
Ethical Conduct and Safe Disclosure Policy (University of Alberta)
Faculty Agreement (University of Alberta)
Faculty Service Officer Agreement (University of Alberta)
Federal Contractors Program (Government of Canada)
Helping Individuals at Risk Policy (University of Alberta)
Human Resource Services (University of Alberta)
Librarian Agreement (University of Alberta)
Office of the Student Ombuds (University of Alberta)
NASA Collective Agreement (University of Alberta)
Office of Safe Disclosure and Human Rights (University of Alberta)
Postdoctoral Fellows Policy (University of Alberta)
Sessional Agreement (University of Alberta)
~~Specialized Support and Disability Services~~ **Student Accessibility Services** (University of Alberta)
University of Alberta Protective Services (University of Alberta)

PUBLISHED PROCEDURES OF THIS POLICY

Duty to Accommodate Procedure
Discrimination and Harassment Complaint Procedure
~~Discrimination and Harassment—Allegations Against Students Procedure~~
~~Discrimination and Harassment—Allegations Against Staff Procedure~~

U of A Policies and Procedures On-Line (UAPPOL)

Original Approval Date: May 11, 2012

Most Recent Approval:

Discrimination and Harassment – Allegations Against Staff Complaint Procedure

Office of Administrative Responsibility:	Vice Provost and Dean of Students Vice-Provost & Associate Vice-President, Human Resources
Approver:	Vice-Provost and Associate Vice-President (Human Resources) Vice Provost and Dean of Students
Scope:	Compliance with this University procedure extends to all members of the University community. Compliance with this University policy extends to academic staff, administrators, colleagues, and support staff as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories) as well as undergraduate and graduate students, postdoctoral fellows, emeriti, members of the Board of Governors, third party contractors, visiting speakers and volunteers.

Purpose

This Procedure establishes general responsibilities related to **discrimination and harassment** and specific procedures which apply where a complaint of discrimination or harassment is brought against a faculty or staff member, **student or post-doctoral fellow (PDF)** at the University of Alberta. This procedure also provides guidance for any party involved in such a complaint. ~~The procedure for cases in which a complaint of discrimination or harassment is brought against a student can be found in the Discrimination and Harassment – Allegations Against Students Procedure.~~

~~Informal resolution and formal resolution~~ procedures for complaints of discrimination and harassment are described in order to ensure an established process for the management and resolution of complaints.

~~Informal and formal resolution and formal resolution~~ procedures will be applied according to the University of Alberta's negotiated investigative, disciplinary, or grievance procedures as contained in its agreements with the Association of Academic Staff at the University of Alberta (AASUA), the Non-Academic Staff Association (NASA), the *Code of Student Behaviour*, *Postdoctoral Fellows Dispute Resolution Procedure* and other applicable contracts or policies.

~~This procedure is guided by the principles of natural justice and by the principles that all parties will act in good faith, that the confidentiality contemplated by the process will be maintained and that no complainant or respondent will coerce another party. Examples of coercive behavior include threats and intimidation.~~

PROCEDURE

This procedure is guided by the principles of **natural justice** and by the principles that the parties involved in a complaint will act in good faith, that the confidentiality contemplated by resolution processes will be maintained and that no complainant or respondent will retaliate against the other party. Examples of retaliation include threats and intimidation.

RESPONSIBILITIES:

Comment [1]: Subsection previously located in the parent Policy

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The following parties have specific responsibilities under this procedure.

President, Vice-Presidents, Deans, Directors and Chairs are responsible for:

- informing themselves and **members of the University community** for whom they are responsible of the provisions of the *Discrimination, Harassment and Duty to Accommodate Policy* and associated Procedures and supporting awareness about discrimination and harassment issues.
- participating in processes aimed at resolving complaints of discrimination and harassment and supporting the determined remedy as appropriate under agreed-upon terms.

The Office of Safe Disclosure and Human Rights (OSDHR) is responsible for:

- providing advice and information on policies and procedures relating to discrimination and harassment to complainants, respondents and members of the University community.
- providing advice and/or referral services (including, but not limited to AASUA, NASA, Office of the Student Ombuds (OSO), Sexual Assault Centre, Student Accessibility Services (SAS), Human Resource Services (HRS) and Organizational Health and Effectiveness (OHE) to any member of the University community who asks for help with a discrimination or harassment problem.
- developing and implementing an educational framework focused on preventing discrimination and harassment as well as informing or training members of the University community of the provisions of this Procedure. This includes providing guidance on creating a work, study and living environment that is supportive of human rights.
- monitoring, where possible, the resolution processes engaged under this Procedure to ensure they are fair and equitable for all, and expressing any concerns to the appropriate Vice-President.
- reporting directly to the Associate Vice-President (Audit and Analysis) and submitting an annual report to General Faculties Council and to the Board of Governors.

INFORMAL RESOLUTION

The informal resolution processes referred to above allow the participants a greater measure of control in the process and in the outcomes than is afforded by formal resolution processes. Depending on the nature of a specific case, informal procedures may not be an appropriate option for parties to pursue. Resolution resulting from an informal process may take many forms but the following aspects of the outcome of the process are consistent:

- a. all parties agree to the resolution;
- b. the resolution is documented in writing; AND
- c. the parties take ownership for the resolution and self-enforce the agreement. The following list of resources may provide assistance with informal resolution of a discrimination or harassment complaint.

- The Office of Safe Disclosure and Human Rights
- Office of the Student Ombuds (OSO)
- Faculty and Staff Relations
- Human Resource Services
- A department Chair or associate Chair, or other official in a department or a Dean or Associate Dean, in the case of a Faculty without department Chairs
- Graduate Student Assistance Program
- University Health Centre
- Counseling and Clinical Services
- Sexual Assault Centre
- University of Alberta Protective Services
- Student Success Centre
- Student Accessibility Services
- International Student Services
- Student Legal Services
- Aboriginal Student Services Centre
- Chaplains' Association
- Association of Academic Staff University of Alberta (AASUA)
- Non-Academic Staff Association (NASA)

Comment [2]: Content relocated from former Allegations Against Students Procedure. Applies to both staff and students.

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FORMAL RESOLUTION

Any party may choose to engage a formal resolution process for a discrimination or harassment complaint at any time without repercussion. Under no circumstances will the lack of willingness to engage in an informal process or failure to reach an informal agreement be held against any party in a formal resolution. A formal resolution process may also be engaged when a resolution reached through an informal process fails.

Comment [3]: Content relocated from former Allegations Against Students Procedure. Applies to both staff and students.

ALLEGATIONS AGAINST FACULTY AND STAFF

1. ALLEGATIONS AGAINST SUPPORT STAFF COMPLAINTS

- a. Resolution procedures for support staff complaints, where the **complainant** and/or the **respondent** are both ~~is a~~ NASA members, are found in Article 18 "*Discrimination and Harassment Complaints*" of the Common Provisions of the NASA Collective Agreement.

2. ALLEGATIONS AGAINST ACADEMIC STAFF COMPLAINTS

- a. Resolution procedures for academic staff complaints, where the respondent is an AASUA member, are found in Article 16 "*Discipline*" of the AASUA Faculty Agreement, the Administrative and Professional Officer Agreement, the Faculty Service Officer Agreement, the Librarian Agreement, and in Article 13 "*Discipline*" of the Sessional and Other Temporary Staff Agreement, Article 14 of the Contract Academic: Teaching Staff Agreement and Article 16 of the Trust/Research Academic Staff Agreement

~~3. STUDENT COMPLAINTS~~

- ~~a. When the complainant is a student and the respondent is an AASUA or a NASA member, resolution procedures are found in Article 16 "*Discipline*" of the AASUA Faculty Agreement, the Administrative and Professional Officer Agreement, the Faculty Service Officer Agreement, the Librarian Agreement, and in Article 13 "*Discipline*" of the Sessional and Other Temporary Staff Agreement, Article 14 of the Contract Academic: Teaching Staff Agreement, Article 16 of the Trust/Research Academic Staff Agreement, and Article 18 "*Discrimination and Harassment Complaints*" of the NASA Collective Agreement.~~
- ~~b. When the complainant and respondent are both students, refer to the *Discrimination and Harassment Allegations Against Students Procedure*.~~
- ~~c. When the complainant is an AASUA or NASA member and a student is the respondent, the Code of Student Behaviour will apply.~~

3. ALLEGATIONS AGAINST STUDENTS

a. Resolution procedures ~~The Code of Student Behaviour is the formal resolution mechanism for~~ complaints of discrimination or harassment raised against a student at the University of Alberta, whether that complaint is raised by another student or by any member of the University community, are found in the *Code of Student Behaviour*.

b. Resolution procedures for complaints against an academically employed graduate student acting in that capacity, are found in the provisions of the Graduate Student Assistantship Collective Agreement.

For further information on both the informal and formal resolution processes, refer to the Discrimination and Harassment Complaint Guideline for Students.

4. ALLEGATIONS AGAINST POSTDOCTORAL FELLOWS (PDFs)

a. Resolution procedures for complaints against postdoctoral fellows are found in the *Postdoctoral Fellows Discipline Procedure*.

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DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. ▲ Top	
Members of the University Community	All employees, (including but not limited to, academic staff, support staff and administrators), adjunct professors, professors emeriti, lecturers, clinical staff, all students (including undergraduate students and graduate students), and post-doctoral fellows.
Discrimination	A distinction, whether or not intentional, based on a characteristic or perceived characteristic referenced in the Protected Grounds that has the effect of imposing on an individual or group of individuals burdens, obligations or disadvantages that are not imposed on others, or of withholding or limiting access to opportunities, benefits and advantages available to other individuals in society.
Harassment	<p>Conduct or comment, either one-time or repeated that:</p> <ul style="list-style-type: none"> a) is demeaning, intimidating, threatening, or abusive; and b) is not trivial or fleeting in nature; and c) causes offence and should have reasonably been expected to offend; and d) serves no legitimate purpose for the work, study or living environment, and e) undermines authority or respect in the work, study or living environment, or impairs work or learning performance, or limits opportunities for advancement or the pursuit of education or research, or creates an intimidating, hostile or offensive work or learning environment. <p>Harassment includes <u>bullying</u>, which is a form of aggression that may include physical, verbal, or emotional abuse. Bullying poisons the work, study or living environment of the person it targets. It can include persistent, offensive, abusive, intimidating or insulting behavior, abuse of power, and/or unfair sanctions which make the individual feel threatened, humiliated, and/or vulnerable.</p> <p><u>Sexual Harassment</u> may be broadly defined as unwelcome conduct or comment of a sexual nature which detrimentally affects the work, study or living environment or otherwise leads to adverse consequences for the target of the harassment.</p> <p>It may consist of unwanted sexual attention, sexually oriented remarks or behaviours, or the creation of a negative psychological and emotional environment based on gender, gender identity or sexual orientation. It may be an isolated act or repetitive conduct, but cannot be trifling. A reprisal or threat of reprisal against an individual for rejecting a sexual solicitation or advance may also constitute sexual harassment.</p> <p>The person(s) engaged in harassment need not have the intention to harass; it is the objective assessment of the circumstances that matters. How would a reasonable observer perceive the situation? A complainant need not expressly object to unwelcome conduct or comments, although any clear indication that the behaviour is unwanted will satisfy the test. A complainant's apparent passivity or failure to object overtly to sexual advances does not necessarily signal consent or welcomed behaviour, especially where a power imbalance exists between the individuals.</p> <p><u>Racial Harassment</u> involves unwanted or unwelcome comments, conduct</p>

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	or behavior that humiliates, intimidates, excludes or isolates an individual or group by focusing on their race, ethnicity, origin or religion. Overall, racial harassment undermines self-esteem and is a violation of the dignity and security of the individual or group(s) that it targets.
Informal Resolution	These resolutions that achieve remedies agreeable to respondents and complainants, but do not invoke formal resolution procedures. Informal resolutions involve the relevant parties and many include coaching, counseling, supporting, mediating or otherwise facilitating the resolution of the complaint.
Formal Resolution	Resolutions effected through procedures described in the disciplinary clauses or grievance procedures of the University's academic staff agreements or collective agreement or with AASUA and NASA, in the Code of Student Behaviour, in the Postdoctoral Fellows Policy, or in other procedures linked to the Discrimination, Harassment and Duty to Accommodate Policy.
Natural Justice	<p>The University of Alberta strives to ensure that the principles of natural justice, as summarized below, apply to the adjudication of disputes between persons or organizations. For a full outline of the principles and how they are applied, employees should consult their applicable collective or academic staff agreement and students should consult the <i>Code of Student Behaviour</i>.</p> <p>The principles of natural justice include:</p> <ul style="list-style-type: none"> a) members of the University are entitled to representation by the Association to which they belong (AAS:UA, NASA, GSA, SU) or, in the case of students, to receive advice from by the Student OmbudService Office of the Student Ombuds (OSO), Student Legal Services or other student advisors during any stage of the process. b) respondents have the right to know the identity of the complainant and details of a complaint, c) investigations will normally be completed in a timely manner, d) complainants, respondents and witnesses will have protection from reprisals, e) complainants and respondents will have the opportunity to present information in support of their positions and to defend themselves against allegations, and f) complainants and respondents have the right to receive clarification of the investigator's findings, if needed. <p>Unless otherwise noted in the applicable collective or academic staff agreement or the <i>Code of Student Behaviour</i>, this policy does not confer any rights upon complainants or respondents to examine or cross-examine witnesses.</p>
Complainant	<ul style="list-style-type: none"> a. A person who believes they or another person have experienced been a victim of discrimination or harassment and initiates a complaint, or b. The Union or the Employer when making a complaint under Article 18 of the NASA agreement
Respondent	<ul style="list-style-type: none"> a. A person who has been accused of discrimination or harassment by a complainant, or b. The Union or the Employer under Article 18 of the NASA agreement

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RELATED LINKS

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[NASA Collective Agreement \(University of Alberta\)](#)

[Faculty Agreement \(University of Alberta\)](#)

[Administrative and Professional Officer Agreement \(University of Alberta\)](#)

[Faculty Service Officer Agreement \(University of Alberta\)](#)

[Librarian Agreement \(University of Alberta\)](#)

[Sessional Agreement \(University of Alberta\)](#)

[Graduate Student Assistantship Collective Agreement \(University of Alberta\)](#)

[Contract Academic Staff: Teaching Agreement \(University of Alberta\)](#)

[Sessional and Other Temporary Staff Agreement \(University of Alberta\)](#)

[Trust/Research Academic Staff Agreement \(University of Alberta\)](#)

[Code of Student Behaviour \(University of Alberta\)](#)

U of A Policies and Procedures On-Line (UAPPOL)

Original Approval Date: May 11, 2012

Most Recent Approval:

Duty to Accommodate Procedure

Office of Administrative Responsibility:	Vice Provost and Dean of Students Vice-Provost & Associate Vice-President, Human Resources
Approver:	Provost and Vice-President (Academic)
Scope:	Compliance with this University procedure extends to all members of the University community. Compliance with this University policy extends to academic staff, administrators, colleagues, and support staff as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories) as well as undergraduate and graduate students, postdoctoral fellows, emeriti, members of the Board of Governors, third party contractors, visiting speakers and volunteers.

Overview

The *Alberta Human Rights Act* (the "Act") prohibits discriminatory conduct against, or effects on, individuals who would, because of a characteristic that falls within a **protected ground**, experience discrimination in the **protected areas** of employment, tenancy and access to goods, services, accommodations and facilities customarily available to members of the public. **Members of the University community**, who would experience discrimination because of a characteristic that falls within a protected ground, have the right to be reasonably accommodated.

The provision of reasonable accommodations gives effect to the inherent dignity of each individual and enables individuals to equitably participate in those protected areas, including services related to post-secondary education. Some of these services include, but are not limited to, participation in or access to course work, practicum and clinical placements, co-op placements, employment, graduate internships, library services, athletic services, school teams, cafeteria services, parking and transport services, computing services, health services, counseling services and others. The University is required to provide reasonable accommodation up to the point of undue hardship, except in cases where the University can show that the discriminatory practice, standard, decision or rule is a "**bona fide requirement**" (**BFR**) or a "**bona fide occupational requirement**" (**BFOR**). Examples of accommodation measures and assessing undue hardship information can be found in a link at the end of this procedure.

Purpose

~~Accommodation enables equitable participation in the areas of employment, tenancy, education, and access to other goods and services.~~

~~Accommodation should be provided in a manner that respects the dignity of the individual, meets the needs of that particular individual, promotes integration and full participation, and respects confidentiality.~~

~~Academic accommodation aims to ensure that members of the University community who would experience discrimination based on any of the protected grounds have reasonably equal access to services provided by post-secondary education. These services include but are not limited to course work, practicum and clinical placements, co-op placements, graduate internships, library services, athletic services, school teams, cafeteria services, parking and transport services, computing services, health services, counseling services and others.~~

~~The University is required to provide accommodation up to the point of **undue hardship**.~~

The purpose of this procedure is to set out:

U of A Policies and Procedures On-Line (UAPPOL)

- the general responsibilities that various University units have to fulfil the duty to accommodate
- the process to request and implement reasonable accommodations and the more specific responsibilities that each party has in the search for reasonable accommodations
- the appeal process in the event there is an alleged failure to reasonably accommodate a member of the University community
- information related to privacy and document retention.

PROCEDURE

GENERAL RESPONSIBILITIES

The **duty to accommodate** is an institutional obligation and a shared responsibility between the University and the member of the University community requiring accommodation. Any department or unit may be called upon to implement accommodation and the primary responsibility for considering and effecting an accommodation, up to the point of undue hardship, rests with the department or unit.

The following parties have additional responsibilities for supporting the duty to accommodate on campus:

Comment [1]: Content previously located in the parent Policy

President, Vice-Presidents, Deans, Directors and Chairs are responsible for:

- Working to inform themselves and members of the University community for whom they are responsible of the provisions of this Policy and Procedure and supporting awareness about duty to accommodate issues.
- Supporting, participating in, and ensuring that within their portfolios, reasonable accommodation is provided ~~when and to the extent required by law~~. If the need for accommodation is evident, responsibility for providing it may exist even if the person requiring it does not self-identify. Vice-Presidents have specific responsibility for authorizing and providing funds to assess accommodation options and have them implemented.
- Ensuring proper collection, retention of and access to accommodation records, which respects the privacy interests of the individual and the University's need for sufficient information to assess and implement accommodations.

The Office of Safe Disclosure and Human Rights (OSDHR) is responsible for:

- Providing advice and information on policies and procedures relating to the duty to accommodate to complainants, respondents, those requesting accommodation and members of the University community.
- Providing advice and/or referral services to any member of the University community who asks for help in relation to a request for accommodation, including, but not limited to AASUA, NASA, Office of the Student Ombuds (OSO), Student Accessibility Services (SAS) and Human Resource Services (specifically Organizational Health and Effectiveness – OHE).
- Developing and implementing an educational framework focused on informing or training members of the University community ~~of the provisions of~~ about this Procedure. This includes providing guidance on creating a work, study and living environment that is supportive of human rights.
- Monitoring, where possible, resolution processes undertaken to resolve matters that arise under this Procedure to ensure they are fair and equitable for all, and expressing any concerns to the appropriate Vice-President.
- Reporting directly to the Associate Vice-President (Audit and Analysis) and submitting an annual report to General Faculties Council and to the Board of Governors.

Student Accessibility Services (SAS), the office responsible for providing specialized support and accessibility services, is guided by the mandate of the University of Alberta's *Policy for Students with Disabilities* of "attracting and retaining qualified students with disabilities". SAS ~~the office~~ serves prospective and current students whose ~~permanent disabilities involve conditions~~ affecting mobility, vision, hearing, and physical and mental health. It coordinates the process of accommodating students with disabilities in cooperation with faculties, departments, and appropriate units by:

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- Evaluating the impact of barriers in the environment and of the disability (based on formal documentation of disability and student information) in the context of meeting academic program requirements on a case by case basis.
~~Making~~ Recommending and coordinating the implementation of reasonable accommodations while maintaining academic standards ~~and in keeping with the University's policies and human rights legislation.~~
- Promoting and advising on universal design and access to all areas of university life in which students with disabilities participate (such as classroom, lab and field experience learning, housing, recreation, electronic instruction and communication and university events).
- Working closely with university Facilities and Operations through the Accessibility Advisory Committee to promote universal design in capital projects.
- Guiding departments/units in understanding equity issues and the accommodation process to mitigate accessibility barriers for students with disabilities.
- Working closely with the offices that provide services to students, environmental health and safety services, safe disclosure and human rights services, and specific units in supporting students with disabilities.

Human Resource Services (HRS) has primary responsibility for disability management and ~~permanent~~ accommodation due to physical or mental disability for faculty and staff. HRS works in close liaison with faculties, departments, and other administrative units to promote an inclusive and accessible teaching, research, and work environment for employees with disabilities and to advance recruitment initiatives consistent with the University's employment equity plan. To that end, HRS:

- Promotes barrier-free workspaces and inclusive practices that accommodate disability.
- Recommends and facilitates specific accommodations which promote the individual's ability to meet work and professional competencies ~~while diminishing impact of disability.~~
- Facilitates reasonable accommodation efforts and provides support to employees with disabilities and their supervisors and units.
- Provides consultation to, or referral of, faculty and staff members who experience difficulty meeting professional or work-related responsibilities due to disability.
- Provides advice and assistance to staff members and departments regarding adaptive technology and software, communication support for deaf and hard of hearing employees and ergonomic furniture and equipment, and administers the University's Reasonable Accommodation Fund.
- Works closely with University Facilities and Operations through the Accessibility Advisory Committee to promote universal design in capital projects.

A large variety of additional specialized support services can provide information, counseling, and support to persons involved in issues of discrimination, harassment, and accommodation. Those seeking advice or information as it pertains to University policy are encouraged to contact the Office of Safe Disclosure and Human Rights or the Office of the Student Ombuds (OSO), which can also provide referrals to the support service units.

ACCOMMODATION PROCESS

At all stages of the accommodation process, ~~responses should be timely and constructive. of providing accommodation, timeliness is critical.~~ Requests for accommodation will be considered on a case by case basis, and decisions will be made within a timeframe that is respectful of both individual needs and operational realities. ~~Examples of accommodation measures and assessing undue hardship information can be found in a link at the end of this procedure.~~

Both the person seeking accommodation and the University have rights and responsibilities in the accommodation process. These are generally outlined below.

1. THE PERSON ~~REQUIRING~~ REQUESTING ACCOMMODATION IS RESPONSIBLE FOR:

- a. Reviewing the University's policy regarding accommodation, and in the case of an employee, the relevant provisions of any applicable collective or academic staff agreement;

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- b. Making ~~his or her~~ **their** needs known to the best of ~~his or her~~ **their** ability, preferably in writing, so that the person responsible for assessing and implementing accommodation may engage in a dialogue about possible accommodations;
- c. Making timely disclosure of the request for accommodation, preferably before adverse consequences are experienced;
- d. Answering questions or providing information about relevant restrictions or limitations, including information from health care professionals, where appropriate, and as needed;
- e. Participating in discussions about possible accommodation solutions;
- f. Cooperating with any experts whose assistance is required to manage the accommodation process;
- g. Meeting agreed upon performance standards once accommodation is provided;
- h. Working with the accommodation provider in an ongoing manner to manage the accommodation process.
- i. **If the individual is a student, making application for provincial and federal grants to defray the cost of accommodation.**

2. THE UNIVERSITY IS RESPONSIBLE FOR:

~~Responding to a request for accommodation in a timely and constructive way.~~ The duty to accommodate is triggered when ~~the an~~ individual ~~requiring~~ **requests** accommodation ~~makes the request, or where in the case of an unreported disability, when~~ the University should reasonably have known that ~~the an~~ individual ~~suffered from~~ **has** a disability requiring accommodation.

Once aware that accommodation is, or may be, required, the appropriate University representative is responsible for:

- a. Requesting from the individual in need of accommodation whatever medical or other information is reasonably necessary to assess the need for accommodation and to identify sufficiently that individual's specific needs. Assistance may be requested from offices including but not limited to:
 - i. ~~For student queries – Student OmbudService (SOS)~~ **Office of the Student Ombuds (OSO) or Specialized Support and Disability Services (SSDS)** **Student Accessibility Services (SAS) for student queries**
 - ii. ~~For academic and support staff queries –~~ **Organizational Health and Effectiveness (OHE) for academic and support staff queries**
 - iii. If Office of Safe Disclosure and Human Rights (OSDHR), if unsure **of the appropriate body to address the query** ~~for initial queries for members of the University community.~~
- b. Considering the specific needs of the individual, in consultation with ~~SSDS, HPAWS~~ **SAS, OHE** and/or OSDHR as appropriate, determine what accommodation (short of undue hardship) can be made in order to **remove barriers to** allow the individual to continue in employment, studies, research or other activities and to access the facilities and services of the University.
- c. If the accommodation under consideration may impinge upon or conflict with:
 - i. the terms of the staff agreements for **Administrative and Professional Officers**, Librarians, Sessional or Other Temporary Staff, Trust/Research Academics, agreements for excluded support staff or the NASA collective agreement, then ~~the Employee Relations unit (in Human Resource Services)~~ should be consulted for advice, assistance or input.
 - ii. the terms of the agreements with postdoctoral fellows, graduate teaching/research assistants, AASUA Faculty, Contract Academic Staff, Teaching or Faculty Service Officers, then the Faculty and Staff Relations office (in the Office of the Provost & Vice-President Academic) should be consulted for advice, assistance or input.

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iii. the **academic or employment** qualifications, educational program requirements or performance standards set by the University's governing bodies, then the Office of the Dean (or delegate) for the Faculty should be consulted for advice, assistance or input.

d. Doing what is required to provide accommodation to support an individual affected by discrimination, to the extent required by the law. For example, exceptions will be made for certain types of permissible discrimination recognized under the Alberta Human Rights Act such as age and marital status discrimination permitted for pension plans.

~~3. ALTERNATE AVENUES OF COMPLAINT~~

~~If it is determined that other avenues of complaint/appeal may be more appropriate, guidance will be provided to the complainant by SOS, SSDS, HPaWS or OSDHR as to the options available for consideration.~~

3. APPEALS

When efforts to arrange accommodation **for students or staff** at the Department or Unit level are unsuccessful, a review may be conducted by the Dean (or delegate) of the relevant Faculty **or equivalent authority within an administrative department**, and **by** the offices of administrative responsibility for this policy (see page 1 of this procedure). Seeking such advice as is necessary, they will determine whether **reasonable** accommodation can be made at an institutional level.

If it is determined that other avenues of complaint/appeal would be more appropriate, guidance will be available from the Office of Safe Disclosure and Human Rights or **Student Ombuds Service Office of the Student Ombuds (OSO)** on any internal or external options.

Comment [2]: Relocated from 6.

~~4. PRIVACY~~

The University will respect the individual's dignity and privacy throughout the accommodation process, subject to such reasonable exceptions as are necessary to assess and implement accommodation. ~~Exceptions to privacy may arise when the safety of individuals is at risk or if disclosure is required by law.~~ The University will provide details of the accommodation to those who need to know, and will ~~consult with~~ **notify** the individual who has sought accommodation about those disclosures. **Exceptions to privacy may arise when the safety of individuals is at risk or if disclosure is required by law, or otherwise in accordance with the Freedom of Information and Protection of Privacy Act.**

Comment [3]: Relocated from 5.

~~4. 5. DOCUMENT RETENTION~~

a. When produced, the University, through the offices of ~~SSDS or HPaWS~~ **SAS or OHE** or the employee's home department or unit, will retain written records **produced in the accommodation process**, according to the University's retention schedule and ~~in accordance with~~ **any applicable** legislation, of the:

- ~~request for accommodation, and the date required~~ **the request was made,**
- options considered,
- form of accommodation offered to the affected individual, **if any**, and ~~her or his~~ **their** response, and
- date the accommodation request was concluded, if applicable.

~~5. PRIVACY~~

~~The University will respect the individual's dignity and privacy throughout the accommodation process, subject to such reasonable exceptions as are necessary to assess and implement accommodation. Exceptions to privacy may arise when the safety of individuals is at risk or if disclosure is required by law. The University will provide details of the accommodation to those who need to know, and will consult with the individual who has sought accommodation about those disclosures.~~

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6. APPEALS

When efforts to arrange accommodation at the Department or Unit level are unsuccessful, a review may be conducted by the Dean (or delegate) of the relevant Faculty and the offices of administrative responsibility for this policy (see page 1 of this procedure). Seeking such advice as is necessary, they will determine whether accommodation can be made at an institutional level.

If it is determined that other avenues of complaint/appeal would be more appropriate, guidance will be available from the Office of Safe Disclosure and Human Rights or Student OmbudService on any internal or external options.

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. [▲Top]	
Members of the University Community	All employees, (including but not limited to, academic staff, support staff and administrators), adjunct professors, professors emeriti, lecturers, clinical staff, all students (including undergraduate students and graduate students), and post-doctoral fellows.
Accommodation	<p>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, terms of employment, 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. Accommodation is a shared responsibility between the University and the individual in need of accommodation, and is assessed on the unique circumstances of each individual. The process requires reasonable accommodation, not instant or perfect accommodation. The recipients of accommodation (e.g. students and staff) may be required to try different accommodation options. The University is required to provide reasonable accommodation up to the point of undue hardship.</p> <p>Accommodation of students neither requires nor implies that the University lower its academic standards. Nor does accommodation relieve the student of that student's responsibility to develop the essential skills and competencies required by programs. Accommodation neither requires nor implies that the University lower its academic or professional standards. Nor does accommodation relieve students of the responsibility to demonstrate the essential skills and competencies required by programs or staff of the responsibility to meet the performance requirements of a position in which they are accommodated.</p>
Undue Hardship	<p>The University has a duty to take reasonable steps to accommodate individual needs to the point of undue hardship. Undue hardship occurs when accommodation would create onerous conditions for the University.</p> <p>While undue hardship will be decided in the circumstances of each case, onerous conditions, including but not limited to the following, should be considered:</p> <ol style="list-style-type: none"> a) when there is a risk to the safety of others or a substantive risk of personal injury to the person seeking accommodation. b) when financial cost is such that a program or service would cease to exist due to the financial burden of the accommodation, or other circumstances where it would be unreasonable to expect the University to bear the costs of accommodation. c) When accommodation alternatives would result in lowering performance standards or in substantive job requirements being

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	<p>unmet.</p> <p>d) When the accommodation would be unduly disruptive to an academic staff or collective agreement or cause substantial detrimental effect on other employees.</p> <p>e) When an educational accommodation would result in essential elements of a service or a program not being offered to other students, or cause a detrimental effect on other students, as a result of accommodating an individual or a group of students.</p> <p>All students are bound by the Code of Student Behaviour. Accommodation of students neither requires nor implies that the University lower its standards nor does accommodation relieve the student of their responsibility to develop the essential skills and competencies required by programs.</p>
<p>Bona fide requirement (BFR) / Bona fide occupational requirement (BFOR)</p>	<p>A limitation on individual rights may be reasonable and justifiable if the university can show that a discriminatory practice, standard, decision or rule is a "bona fide requirement" (BFR) or "bona fide occupational requirement" (BFOR). To justify such a determination, the University must demonstrate, on a balance of probabilities, that the impugned practice, standard, decision or rule:</p> <p>a) was adopted for a rational purpose connected to the performance of the job or the provision of the service;</p> <p>b) was adopted in an honest and good faith belief that it was necessary to the fulfillment of the job or service;</p> <p>c) is reasonable and necessary to the fulfillment of the job or service.</p>
<p>Duty to Accommodate</p>	<p>The duty to accommodate obligates the University to make reasonable adjustments, to the point of undue hardship or as required by law, to the delivery of services (including teaching and the method of evaluation) and the conditions of employment in order to reduce or eliminate the impact of discriminatory rules, policies, practices, standards, terms of employment, 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.</p>
<p>Protected Grounds</p>	<p>Discrimination is prohibited based on the following protected grounds:</p> <p>a) race</p> <p>b) colour</p> <p>c) ancestry</p> <p>d) place of origin</p> <p>e) religious beliefs</p> <p>f) gender, gender expression and gender identity (including pregnancy and gender identity)</p> <p>g) physical disability</p> <p>h) mental disability</p> <p>i) marital status</p> <p>j) family status</p> <p>k) source of income</p> <p>l) sexual orientation</p> <p>m) age</p> <p>n) political beliefs;</p> <p>or any other groups as amended from time to time.</p>
<p>Protected Areas</p>	<p>Discrimination is prohibited in the following protected areas:</p> <p>a) employment</p> <p>b) tenancy</p> <p>c) access to goods and services</p> <p>d) access to accommodations or facilities customarily available to</p>

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	members of the public
Discrimination	A distinction, whether or not intentional, based on a characteristic or perceived characteristic referenced in the Protected Grounds that has the effect of imposing on an individual or group of individuals burdens, obligations or disadvantages that are not imposed on others, or of withholding or limiting access to opportunities, benefits and advantages available to other individuals in society.

RELATED LINKS

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

Alberta Human Rights Act (Government of Alberta)

Sample Form – Notification of Need for Accommodation, Clarification of Need and Outcome of Accommodation Request (Canadian Human Rights Commission)

Reasonable Accommodation Fund (University of Alberta)

Financial Resources (University of Alberta)

[Alberta Human Rights Commission Interpretive Bulletin on Duty to Accommodate](#)

[Alberta Human Rights Commission Interpretive Bulletin on Duty to Accommodate Students with Disabilities in Post-Secondary Educational Institutions \(Alberta Human Rights Commission\)](#)

Consultation on Updates to the Discrimination, Harassment and Duty to Accommodate Policy

Summary of Input from the Non-Academic Staff Association Meeting of October 18, 2016

Discrimination, Harassment and Duty to Accommodate Policy	
<p>Overview, 2. Responsibility</p> <ul style="list-style-type: none"> - Revise references to “university community” to match Policy’s revised Scope statement 	Implemented wherever relevant
<p>Policy, 1. Discrimination or Harassment</p> <ul style="list-style-type: none"> - Third paragraph, strengthen language to clarify that if a complaint is upheld, appropriate action will be taken regardless of the seniority of the offender 	Implemented
<p>Policy, 2. Duty to Accommodate</p> <ul style="list-style-type: none"> - Retain description of BFOR within the body of the policy 	Implemented, preceded by the following statement: “The University will apply current relevant legal requirements in making such a determination.” This statement is intended to convey that should the test outlined in the policy be superseded by changes in case law, the University will observe legal requirements.
<p>Policy, 3. General Responsibility</p> <ul style="list-style-type: none"> - First paragraph, change “accommodates” to “accommodation - In statement of institutional responsibility, clarify that this applies to the Board of Governors and General Faculties Council - Bulleted list, second bullet: reorganize sentence for clarity - Retain the statement that the university will review the resources needed to carry out this policy 	<p>Implemented</p> <p>Implemented</p> <p>Implemented</p> <p>On review with General Counsel, this commitment is believed to be implied in the institutional responsibilities outlined in the Policy – i.e., the University is already obligated under the Policy to provide resources sufficient to fulfill its obligations.</p>
<p>Definitions</p> <ul style="list-style-type: none"> - Respectful Environment: add reference to electronic communication to match the statement contained in the body of the policy - Undue hardship: remove reference to Code of Student Behaviour 	<p>Implemented</p> <p>Implemented</p>

Discrimination and Harassment Procedure	
Formal Resolution, 1. Allegations against support staff, a. <ul style="list-style-type: none"> - Change “respondent is a NASA member” to “complainant and/or respondent is a NASA member” 	Implemented
Informal Resolution <ul style="list-style-type: none"> - Add AASUA and NASA to bulleted list 	Implemented
Duty to Accommodate Procedure	
Overview <ul style="list-style-type: none"> - First paragraph, final sentence: change “may have the right...” to “have the right” 	Implemented
Procedure, General Responsibilities <ul style="list-style-type: none"> - In description of Human Resource Services, correct second sentence to read “HRS works in close liaison with faculties” 	Implemented
Procedure, Accommodation Process, Preamble <ul style="list-style-type: none"> - Clarify that response should be both timely and constructive 	Implemented
Procedure, Accommodation Process, 2. The University if Responsible for <ul style="list-style-type: none"> - c. Change “HR Partnerships Unit” to “HRS” 	Implemented
Procedure, Accommodation Process, 3. Appeals <ul style="list-style-type: none"> - Add reference to the possibility of review by the head of an administrative department 	Implemented
Procedure, Accommodation Process, 4. Privacy <ul style="list-style-type: none"> - Clarify which party is empowered to determine when consultation will unduly compromise safety or timeliness 	Removed text in question In preceding sentence, changed “consult with” to “notify” for greater specificity concerning the university’s obligation to inform the individual requesting accommodation Moved sentence beginning “Exceptions to...” to the end of the paragraph and added “or otherwise in accordance with the Freedom on Information and Protection of Privacy Act”
Definitions <ul style="list-style-type: none"> - Undue Hardship: remove reference to Code of Student Behaviour 	Implemented
Related Links <ul style="list-style-type: none"> - Add Alberta Human Rights Commission Interpretive Bulletin on Duty to Accommodate 	Implemented

Other items discussed:

- The Procedures do not provide a process for dealing with allegations against persons other than staff, students and postdoctoral fellows. This may require future consideration.
- Additional communication may be required to clarify that protections for pregnancy remain in place under the protected grounds of gender, gender identity and gender expression.

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposed Changes to the Helping Individuals at Risk (HIAR) Policy and Procedure**

Motion: THAT General Faculties Council, as recommended by the GFC Academic Planning Committee, recommend that the Board of Governors approve the proposed revisions to the Helping Individuals at Risk (HIAR) Policy and Procedure as set forth in Attachments 1 and 2, to take effect upon final approval.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Provost and Vice-President (Academic); Vice-President (Finance and Administration)
Presenter	André Costopolous, Vice-Provost and Dean of Students and Wayne Patterson, Executive Director and Acting Associate Vice-President (Human Resources)

Details

Responsibility	Provost and Vice-President (Academic); Vice-President (Finance and Administration)
The Purpose of the Proposal is (please be specific)	The Helping Individuals at Risk (HIAR) Policy and Procedure (UAPPOL) was approved in 2010. The policy requires that a review of the suite be conducted after three years. Consultations on these changes began in 2013. The proposed changes remove many of the operational directives and details which were included when approved in 2010 which were intended to guide the program implementation. Friendly edits to names of support units and departments and to gendered language have also been made.
The Impact of the Proposal is	The revised policy and procedure have improved clarity and preserve the intent of the documents as approved in 2010.
Replaces/Revises (eg, policies, resolutions)	Helping Individuals at Risk Policy (approved March 26, 2010) Helping Individuals at Risk Procedure (approved March 26, 2010)
Timeline/Implementation Date	Upon final approval
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	N/A
Supplementary Notes and context	A substantive change to include <i>Academically At Risk</i> as a criteria for assessing individuals at risk was included in early consultations. This change is not included in the final proposed changes.

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity)	<u><i>Those who have been informed:</i></u>
	<ul style="list-style-type: none">•
<For further information see the link posted on the Governance Toolkit section	<u><i>Those who have been consulted:</i></u>
	<ul style="list-style-type: none">• Dean's Council, December 2013• HR – Organizational Health and Effectiveness (Gerry McCune), February 2013• Vice-Provost and Dean, Faculty of Graduate Studies and

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<p>Student Participation Protocol></p>	<p>Research (Mazi Shirvani and Heather Zwicker), October 2014, February 2015</p> <ul style="list-style-type: none"> • HR Consulting Services (Dan Charlton) November, 2014 • Provost's Advisory Committee of Chairs (PACC) , December, 2014 • AASUA, NASA Meeting, November 2014 • Students' Union, Graduate Students' Association Meeting, November 2014 • Vice-Provost (Learning Initiatives) (July, 2015) • Vice-Provost (Programs) (July, 2015) • Vice-Provost (Programs), January 11, 2016 • Information and Privacy Office (Diane Alguire), February 2, 2016 • PSO Policy Champs Working Group, February 2016 • Residence Services, September 28, 2016 • AASUA, March 2016 (no comments) • GFC Campus Law Review Committee – October 27, 2016 <p><i>Those who are actively participating:</i></p> <ul style="list-style-type: none"> • Vice-Provost and Dean of Students (Robin Everall and André Costopoulos) • Associate Vice-President (Internal Audit Services) (Mary Persson) • University General Counsel (Brad Hamdon) • Director, Helping individuals at Risk Program (Kris Fowler)
<p>Approval Route (Governance) (including meeting dates)</p>	<p>GFC Academic Planning Committee – December 14, 2016 GFC Executive Committee – January 16, 2017 General Faculties Council – January 30, 2017 Board Safety, Health and Environment Committee – March 1, 2017 Board of Governors – March 17, 2017</p>
<p>Final Approver</p>	<p>Board of Governors</p>

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p><i>For the Public Good</i></p> <p>GOAL: SUSTAIN Our success as an institution will be determined by our support for our people...</p> <p>OBJECTIVE 19: Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive, and accessible services and initiatives. Strategy i: Develop an integrated, institution-wide health and wellness strategy, which increases the reach and effectiveness of existing health and wellness resources, programs, and services, and promotes resilience and work-life balance. Strategy ii: Bolster resources for and increase access to mental health programs that provide support to students, faculty, and staff. Strategy iii: Endorse a strong culture of safety awareness, knowledge, planning, and practice to ensure the safety of students, employees, and visitors to our campuses.</p> <p>OBJECTIVE 21: Encourage continuous improvement in administrative,</p>
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	<p>governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> <p>Strategy ii: Ensure that individual and institutional annual review processes align with and support key institutional strategic goals.</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<ol style="list-style-type: none"> 1. Post-Secondary Learning Act (PSLA): Alberta’s Post-Secondary Learning Act (PSLA) gives the Board of Governors the authority to “develop, manage and operate, alone or in co-operation with any person or organization, programs, services and facilities for the educational or cultural advancement of the people of Alberta” (Section 60(1)). Further, the Board of Governors “must consider the recommendations of the general faculties council, if any, on matters of academic import prior to providing for [...] any other activities the board considers necessary or advantageous.” (Section 19(c)) 2. Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). 3. Campus Law Review Committee (CLRC) Terms of Reference “E. Other GFC Regulations 1. From time to time the Chair of GFC CLRC will bring forward to GFC CLRC items where the Office of the Provost and Vice-President (Academic), in consultation with other units or officers of the University, is seeking the advice of the committee. These matters may include, but are not limited to, rules and regulations, other than discipline codes.” 4. GFC Academic Planning Committee Terms of Reference (Mandate): “The Academic Planning Committee (APC) is GFC's senior committee dealing with academic, financial and planning issues. [...] [T]he President, Provost and Vice-President (Academic) or other Vice-Presidents may refer any matter to APC for consideration or recommendation to GFC. APC is also responsible to GFC for promoting an optimal learning environment for students and excellence in teaching, research, and graduate studies.” “APC is responsible for making recommendations to GFC and/or to the Board of Governors concerning policy matters and action matters with respect to the following: [...]” 15. Other a. To recommend to the Board of Governors and/or GFC on any other matter deemed by APC to be within the purview of its general responsibility. 4. GFC Executive Committee Terms of Reference (3. Mandate) “GFC has delegated to the Executive Committee the authority to decide which items are placed on a GFC Agenda, and the order in which those agenda items appear on each GFC agenda. [...]” When recommendations are forwarded to General Faculties Council from APC, the role of the Executive shall be to decide the order in which

Item No. 9

	<p>items should be considered by GFC. The Executive Committee is responsible for providing general advice to the Chair about proposals being forwarded from APC to GFC.”</p> <p>5. General Faculties Council Terms of Reference (Mandate) “The issues which remain with GFC or which would be referred by a Standing Committee to GFC would generally be in the nature of the following: • high level strategic and stewardship policy issues or matters of significant risk to the University”</p> <p>6. Board Safety, Health and Environment Committee (BSHEC) Terms of Reference: “3. Mandate of the Committee Without limiting the generality of the foregoing the Committee shall: a) provide oversight regarding the environmental health, safety and security of the University community: (i) approve University policies and procedures relating to environmental health, safety, and security issues and compliance therewith; b) provide oversight regarding student health and wellness initiatives and strategies on campus: (i) review and approve University policies and procedures relating to student health and wellness issues;</p>
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Attachments

1. Helping Individuals At Risk Policy (pages 1 - 2)
2. Helping Individuals At Risk Procedure (pages 1 - 3)

Prepared by: Kate Peters, Portfolio Initiatives Manager, peters3@ualberta.ca

Approval Date: March 26, 2010

Most Recent Approval:

Helping Individuals at Risk Policy

Office of Accountability:	Provost and Vice-President (Academic) / Vice-President (Finance and Administration)
Office of Administrative Responsibility:	Vice-Provost and Dean of Students Office / Vice-Provost & Associate Vice-President, Human Resources
Approver:	Board of Governors
Scope:	Compliance with University policy extends to all members of the University community. <u>Compliance with this University policy extends to all academic staff, administrators, colleagues, and support staff as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories); and third party contractors, visiting speakers, volunteers, Emeriti, undergraduate students, graduate students, Postdoctoral Fellows and Visitors to Campus.</u>

Overview

The University is committed to supporting a healthy academic and work environment. Recognizing **At Risk Behaviour** and responding with interest and concern are critical factors in preventing potential violence (including harm to self, others and University property). The objective of this Policy is to create a system that will allow for the gathering of reports of At Risk Behaviour from across the University in order to facilitate a “connecting of the dots” of what could otherwise be viewed as isolated and less urgent incidents. If the connection between those incidents leads to the conclusion that an individual is in need of assistance, the existing support systems in place for members of the University community would work with the **Individual at Risk** in an effort to provide that individual with the assistance required and therefore minimize the possibility of a situation escalating.

It is important to recognize that the University also has systems in place for dealing with disciplinary matters (e.g. The Code of Student Behaviour and the various collective agreements), and for dealing with cases of imminent danger (e.g. The Protocol for Urgent Cases of Disruptive, Threatening or Violent Conduct (GFC Policy 91) and the Emergency Management ~~Plan~~Office).

Purpose

The purpose of this policy is to facilitate early identification of At Risk Behaviour and create a system designed to receive and consolidate reports of At Risk Behaviour. Consolidating reports of At Risk Behaviour will enable ~~a team to identify~~identification of situations in which seemingly isolated incidents are, in fact, connected so that the At Risk Behaviour can be properly assessed and the Individual At Risk offered assistance when deemed appropriate. Doing so should result in increased mental wellness and/or a decreased risk of violence and at the same time reduce the likelihood of matters escalating.

This policy also offers an opportunity for concerned members of the University Community to report At Risk Behaviour.

POLICY

1. ~~The University will have an **Individuals at Risk Case Team**. Its mandate is to promote early identification of At Risk Behaviour, encourage reporting of such behaviour to the appropriate **Support Unit** or the **Case Team Coordinator**, receive and consolidate those reports, and, if help is not already being provided, refer the matter to the appropriate Support Unit.~~ The University will have a system for identifying Individuals At Risk.
2. ~~The **Individuals At Risk Case Team** is responsible for the education of the community.~~ University will work proactively to educate students, staff, faculty and post-doctoral fellows on recognizing and supporting Individuals at Risk, and on this policy and related procedure. This mandate would include providing specialized training to key positions in the Support Units.
3. ~~The **Individuals at Risk Case Team** will develop and maintain record~~ Record retention protocols ~~which are~~ in alignment with the *Freedom of Information and Protection of Privacy (FOIPP) Act* and existing University policies will be maintained.
4. When information gathered in the course of administration of this Policy is more appropriately addressed through the Protocol for Urgent Cases of Disruptive, Threatening or Violent Conduct, the information will be referred to the appropriate party as set out in the Protocol. General Faculties Council Policy Manual Section ~~Proceel~~ 91. The files under this policy and procedure will not be used in any other University process except the Protocol.
5. ~~The **Individuals at Risk Case Team**~~ University shall protect the identity of the person making the report to the extent possible under government legislation, University policies, and collective agreements. The person or persons who originated the report and/or brought it to the attention of the ~~**Individuals at Risk Case Team**~~ University can waive that protection to the extent that it applies to them.
6. The University will not tolerate any reprisal, directly or indirectly, against anyone who, in good faith and based on reasonable belief, makes a report. Reports shall not be malicious, frivolous or vexatious.
7. All individuals about whom a report is made will maintain the rights, privileges and protections afforded to them through the *Freedom of Information and Protection of Privacy (FOIPP) Act* and other applicable government legislation, University policies, and collective agreements.
8. Anonymous reports will normally not be acted upon under this Policy without corroborating information.
9. The Case Team Coordinator will report annually to General Faculties Council and to the Board of Governors after each year of operation, subject to privacy concerns, ~~with a formal review of the policy and procedure to occur after three years of operation.~~

DEFINITIONS

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

At Risk Behaviour	A person's words or conduct that, while not indicative of a clear immediate threat, give rise to a reasonable apprehension that he or she they may engage in conduct injurious to others or himself or herself themselves in the future.
Individual at Risk	A member of the University community <u>as defined in the Scope section</u> who has exhibited At Risk Behaviour.
Individuals at Risk Case Team	A team involved in the assessment of and response to concerns about an Individual at Risk.



Support Unit	A unit or department at the University that, as part of its regular duties, provides assistance to students or staff. Examples include a faculty or department, Human Resource Services (e.g., Health Promotion and Worklife Services) and University Student Services (e.g. Student Counselling Services or Residence Services).
Case Team Coordinator	The individual who chairs, and has general administrative responsibility for, the Individuals at Risk Case Team.

RELATED LINKS

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

There are no related links for this policy.

PUBLISHED PROCEDURES OF THIS POLICY

[Helping Individuals at Risk Procedure](#)

Approval Date: March 26, 2010

Most Recent Approval:

Parent Policy: [Helping Individuals at Risk Policy](#)

Helping Individuals at Risk Procedure

Office of Administrative Responsibility:	Vice-Provost and Dean of Students Office / Vice-Provost & Associate Vice-President, Human Resources
Approver:	Board Safety Health and Environment Committee
Scope:	Compliance with University procedure extends to all members of the University community. Compliance with this University policy extends to all academic staff, administrators, colleagues, and support staff as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories); and third party contractors, visiting speakers, volunteers, Emeriti, undergraduate students, graduate students, Postdoctoral Fellows and Visitors to Campus.

Overview

The Helping Individuals at Risk Policy provides a framework for the creation of a system in which seemingly isolated incidents of **At Risk Behaviour** are connected. The consolidation of such reports will ~~enable the Individuals at Risk Case Team to~~ ensure that appropriate assessment and referral for assistance take place. It is expected that **Support Units** will continue to be the main contact and service provider to an **Individual at Risk**.

Purpose

The purpose of the Procedure is to provide details on the processes to be followed to connect and respond to incidents of At Risk Behaviour, ~~including the formation of the Individuals at Risk Case Team.~~

PROCEDURE

1. Any ~~individual on campus~~ person who observes At Risk Behaviour should report that behaviour to the Helping Individuals at Risk Office in accordance with this Procedure ~~and the Reporting Protocols [see attached Info-Doc]~~ in order to ensure that the Individual At Risk is offered appropriate help.
2. ~~The Individuals at Risk Case Team~~ Key internal stakeholders will be ~~chaired by a Case Team Coordinator and engaged as needed to address reported At Risk Behaviours. This will include representation from, as appropriate,~~ the Dean of Students Office, Residence Services, Human Resource Services/Faculty and Staff Relations, ~~Campus Security Services and, if the Case Team Coordinator concludes that it is appropriate, a senior academic administrator from the faculty and University of Alberta Protective Services. A representative from the Faculty(ies) or faculties administrative unit involved. The Individuals at Risk Case Team may call on the expertise of, and~~ internal or external advisors.
3. ~~Reporting At Risk Behaviour to the local Support Unit is the preferred approach. However, reports,~~ may also be submitted to the Case Team Coordinator called upon to assist.
4. If a **Support Unit** receives a report of At Risk Behaviour, it must advise the ~~Case Team Coordinator~~ Helping Individuals At Risk Office as soon as possible. However, it is recognized that service providers working within the Support Units ~~are~~ may be subject to legal, professional and ethical standards relating to client confidentiality which this policy and procedure do not usurp. Service providers are to apply their best professional judgment and expertise to

each situation and make decisions about reporting and disclosure that balance their responsibilities under this policy and procedure with their professional obligations.

~~5. The Case Team Coordinator will receive reports, seek further information or clarification as needed, determine whether there might be a relationship between seemingly unrelated incidents, and gather the Individuals at Risk Case Team, as appropriate. Every effort will be made to work with the Support Unit(s) from which the report(s) originated.~~

~~6. The Individuals at Risk Case Team will meet at such times as the Case Team Coordinator deems necessary to develop an appropriate action plan.~~

~~7. The Individuals at Risk Case Team will provide or facilitate coordinated assessment of available information and appropriate responses and appropriate follow up where Individuals at Risk are identified.~~

~~8. The Individuals at Risk Case Team will refer cases~~4. Cases of At Risk Behaviour that ~~it deems~~are deemed to require intervention will be referred to the appropriate Support Unit(s).

~~9. The Individuals at Risk Case Team will, subject~~5. Subject to protection of privacy considerations, ~~follow up with~~ the person who brought the concern ~~to them to provide~~forward will be provided information on the steps that have been taken.

~~10. This Policy and Procedure do not apply to individuals exhibiting At Risk Behaviour who are not members of the University community. If the Case Team Coordinator receives a report about such an individual, the Case Team Coordinator can refer the matter to Campus Security Services or to the relevant Support Unit,~~

DEFINITIONS

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

At Risk Behaviour	A person's words or conduct that, while not indicative of a clear immediate threat, give rise to a reasonable apprehension that he or she <u>they</u> may engage in conduct injurious to others or himself or herself <u>themselves</u> in the future.
Individual at Risk	A member of the University community who has exhibited At Risk Behaviour.
<u>Helping Individuals at Risk Case Team Office</u>	A team involved in <u>The office with responsibility to receive reports and coordinate</u> the assessment of and <u>At Risk Behaviour and to support a response</u> to concerns about an Individual at Risk where required.
Support Unit	A unit or department at the University that, as part of its regular duties, provides assistance to students, <u>faculty</u> or staff. Examples include a faculty or department, Human Resource Services (e.g., Organizational Health Promotion and Worklife Services) <u>Effectiveness, HR Partnerships, Faculty and Staff Relations</u> , and University Student Services (e.g. Student Counseling and Clinical <u>Services</u> or Residence Services).

~~**Case Team Coordinator** The individual who chairs, and has general administrative responsibility for, the Individuals at Risk Case Team.~~

FORMS

There are no forms for this Procedure. [[▲Top](#)]



U of A Policies and Procedures On-Line (UAPPOL)

RELATED LINKS

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

~~[Helping Individuals at Risk Reporting Protocols \(University of Alberta\)](#)~~

Question from GFC Member Calvin Howard (submitted by email November 27, 2016)

Question 10.1Q

As requested by President Turpin, I am providing a written copy of the question I raised at the previous GFC meeting. I am an Undergraduate Science Councillor who was involved in the events of October 21.

Two young women responded to the man attempting suicide and immediately tried to contact UAPS, but were directed to 911. However, the response by Dispatch was sub-par, resulting in a considerable amount of time being spent on the phone with Dispatch attempting to have officers sent to CCIS, as the students did not know the address and the Officer on the phone was not familiar with campus. This was reported to me as resulting in a roughly thirty minute wait time which resulted in three problems: 1) the responders could not focus on the man at risk, 2) the responders were being exposed to a significantly traumatizing situation for longer than warranted, and 3) despite one being suicide-prevention trained, the man was not receiving optimum care that a professional could provide. Could UAPS not be dispatched as a relief measure which then engages 911?

Importantly, once the officers arrived, no line of dialogue was established between the students and officers or the University. After this, I worked to help one first-responder receive follow-up information for peace of mind as well as assistance from the University in providing services to assist her through the following weeks. I believe a system which establishes contact to first-responders would allow follow-up and assistance of potentially traumatized responders. Importantly, I do not believe that the second responder was able to be identified or assisted.

I have several crude potential venues which could be pursued in rectifying this, and know that other councillors of the GFC as well as UAPS are collaborating to investigate and discuss both flaws of the current system as well as how to address them.

Response 10.1R from Associate Vice President (Risk Management Services) attached



Interdepartmental Correspondence

Risk Management Services

1204 College Plaza
8215-112 Street
Edmonton, Alberta, Canada T6G 2C8

Tel: 780.248.1147
Fax: 780.492.2230
<http://www.rms.ualberta.ca/>

Date: Monday, January 16, 2017

To: Calvin Howard, Member, General Faculties Council

From: Philip Stack, Associate Vice President (Risk Management Services)

Cc: Gitta Kulczycki, Vice President (Finance and Administration)
Rob Munro, Director, Environment, Health and Safety
Bill Spinks, Director, University of Alberta Protective Services

Re: CCIS Incident
October 20 and 21, 2016

At the November 21st meeting of GFC you raised a question regarding the university's response to a serious incident that occurred on October 20 and 21, 2016 at the CCIS building. Your concern was about the university's 911 response protocol and the timeliness of the response. Specifically, you asked, "Could the University of Alberta Protective Services (UAPS) not be dispatched as a relief measure which then engages 911?"

Let me begin by providing the chronology of events of the above incident, as gathered from phone history and the records of UAPS and Edmonton Police Service (EPS).

Incident Chronology

- On October 20, 2016 at 1833 hours UAPS received a call from a non-affiliated person advising UAPS that a person in distress was on his way to the U of A campus. The caller was connected to 911, where they repeated the information. The caller advised UAPS and EPS that the person in distress may be heading for the university's North Campus. UAPS initiated a search
- At 1843 hours EPS was dispatched to the U of A's North Campus
- At 1858 hours EPS joined the UAPS search
- At 1909 hours UAPS obtained a cell phone number for the person in distress from their educational institution; however, the number was out of service
- Sometime prior to 1952 hours, Student 1 saw Student 2 speaking to the person in distress, who was on a sixth floor ledge of CCIS. Student 1, who had suicide prevention training, took over the conversation
- Student 1 instructed Student 2 to call UAPS. Student 2 did not know how to contact UAPS and was given instructions by Student 1

- Student 2 contacted UAPS at 780-492-5050
- At 1952 hours Student 2's call was transferred to the 911 operator
- At 1953 hours Student 2's call was received by EPS. EPS spoke with the students at some length during this period
- At 2002 hours EPS contacted UAPS, confirming the location of the person in distress
- At 2004 hours UAPS arrived on scene
- At 2011 hours EPS arrived on scene and took control of the incident

Within minutes of the initial call to UAPS and the connection with 911, UAPS had initiated a search.

Within 15 minutes of the initial call, EPS and UAPS were both engaged in the search.

Within 10 minutes of Student 2's call, UAPS was on scene at CCIS.

Within 19 minutes of Student 2's call, EPS was on scene at CCIS.

University's 911 Protocol

- When a call is made to 911 and the caller identifies that they are calling from the University of Alberta, the 911 operator contacts UAPS
- When the 911 service dispatches an emergency responder to the university, UAPS directs them to the correct building(s) on campus

Communications

The instructions to call 911 in an emergency (fire, police, ambulance) are posted on the entrance to all university buildings, at elevator banks, on most land lines, on the U of A website, included in all new staff orientations, and communicated to every student via the Digest email shortly after the start of the fall term (see attached).

Response to Question

In response to Mr. Howard's question, UAPS was immediately notified of the incident and received updated information from the 911 and/or EPS operators throughout. UAPS and EPS were in ongoing communications throughout the incident. Although the students spent considerable time on the line with the EPS operator, information was being communicated to UAPS behind the scenes to ensure that the response was appropriate and as prompt as possible by both EPS and UAPS. UAPS met with EPS to share the students' concerns and to re-affirm with EPS the university's 911 protocols. Every effort is always made to gather the necessary information and share it with the responding agencies as quickly as possible.

Opportunities for Improvement

It is a challenge to educate the university community about the need to call 911 in an emergency (fire, police, ambulance) and the need to provide specific location information to the operator. The university will further enhance its communication efforts to improve awareness of its 911 protocols.

Student 1 identified a lack of information from the university following the incident. The Emergency Management Team will develop processes whereby information, as appropriate, is better communicated to the university community during and following an incident.

Acknowledging the Two Students

Risk Management Services would like to take this opportunity to, on behalf of the university, recognize and thank the two students who interceded on behalf of the student in distress. It must have been an emotional and difficult experience. Their compassion and willingness to act helped save the young man's life.

We also wish to thank you, Mr. Howard, for bringing these concerns forward. The university works diligently to enhance its emergency response processes, and you have identified an area in which we can certainly improve.

Yours sincerely,

A handwritten signature in blue ink, appearing to read "P. Stack".

Philip Stack
Associate Vice President (Risk Management Services)

Attachment

Protective Services

A Message from Protective Services and Environment, Health & Safety

University of Alberta campuses are very safe and secure. Numerous professionals work full time to keep it that way. Even so, we all have a role to play to ensure it remains an environment in which we can all thrive.

Take a few minutes to review the following items to ensure you are doing your part for your own safety and the safety of those around you.

911 in emergency

If you need the fire department, police or ambulance, the number is 911.

Be prepared to give your location on campus and the type of emergency.



Check the home page in an emergency

The one place to go for the latest information in any emergency is always the university's home page: <http://www.ualberta.ca/>



We'll send you emergency notifications

We'll send you messages using numerous methods in an emergency:

- Twitter (follow UAlberta)
- The U of A App ([info here](#))
- Email
- Alertus beacon (pictured) in many buildings

If you don't have a smartphone and want to receive SMS messages, contact oem.manager@ualberta.ca



Report suspicious activity

If your instinct tells you someone is behaving suspiciously and may be contemplating a crime, call Protective Services. They'll check it out. 780-492-5050.



Watch the Active Shooter Video

The likelihood of your being caught in an active shooter event is incalculably remote. [Watch the video anyway](#). It helps to know what you *would* do if it ever actually happened to you.



Take care of your stuff

Don't leave your laptop unattended. Lock your bike with a U-lock. We meant what we said about the university being safe and secure, but theft happens. Don't let it happen to you.



Make sure your friends see this page

Your friends might have missed this message. Why not forward the link to them? <http://goo.gl/1QbQUx>

Environment, Health & Safety offers lots more safety information and training. [Look here](#)

Email us in Risk Management Services if you have questions. risk@ualberta.ca

Question from GFC Member Brayden Whitlock (submitted by email November 17, 2016)

Question 10.2Q

In several meetings of GFC and APC, I have noticed some unclarity in the university's hiring goals and policies for academic staff. The following two apparently contradictory statements are made:

- A) The Comprehensive Institutional Plan discusses quotas based on race, gender, sex, or other classifications unrelated to merit, and sets target proportions for staff belonging to those classes by 2025.
- B) One written hiring policy of this university is "The University of Alberta hires on the basis of merit".

It is not clear to me how these two statements can both be true, so I direct the following 3-part question to the Human Resources and Provost's Offices:

- 1) Is it this university's policy to hire academic staff solely on merit?
- 2) In the university's stated goal (CIP pg. 15) to increase the proportion of its staff who belong to certain groups based on race, gender, sex, or other non-merit based classifications, how heavily is merit weighted in hiring decisions compared to the weighting of non-merit based classifications?
- 3) What general strategies does this university advocate in attempting to fulfill its stated racial and sex quotas for its faculty that can help reconcile the target quotas with the assertion that "The University of Alberta hires on the basis of merit"?

Response 10.2R from Provost and Vice-President (Academic) attached

Response 10.2R

Question for General Faculties Council: January 30, 2017

In several meetings of GFC and APC, I have noticed some unclarity in the university's hiring goals and policies for academic staff. The following two apparently contradictory statements are made:

A) The [Comprehensive Institutional Plan](#) discusses quotas based on race, gender, sex, or other classifications unrelated to merit, and sets target proportions for staff belonging to those classes by 2025.

B) One written hiring policy of this university is "The University of Alberta hires on the basis of merit".

It is not clear to me how these two statements can both be true, so I direct the following 3-part question to the Human Resources and Provost's Offices:

- 1) Is it this university's policy to hire academic staff solely on merit?*
- 2) In the university's stated goal (CIP pg. 15) to increase the proportion of its staff who belong to certain groups based on race, gender, sex, or other non-merit based classifications, how heavily is merit weighted in hiring decisions compared to the weighting of non-merit based classifications?*
- 3) What general strategies does this university advocate in attempting to fulfill its stated racial and sex quotas for its faculty that can help reconcile the target quotas with the assertion that "The University of Alberta hires on the basis of merit"?*

Response from the Office of the Provost and Vice-President (Academic)

For the Public Good Objective 2: Create a faculty renewal program that builds on the strengths of existing faculty and ensures the sustainable development of the University of Alberta's talented, highly qualified, and diverse academy.

Strategy ii: "Review, improve and implement equity processes and procedures for recruiting and supporting faculty to ensure a balanced academy, representative of women, visible minorities, sexual and gender minorities, Indigenous peoples, and people with disabilities.

For the Public Good Objective 3: Support ongoing recruitment and retention of a highly skilled, diverse community of non-academic and administrative staff by enriching the University of Alberta's working environment.

Strategy ii: Review, improve, and implement equity processes and procedures for recruiting and supporting staff to ensure that all categories of staff are representative of women, visible minorities, sexual and gender minorities, Indigenous peoples, and people with disabilities.

A critically important distinction to be made in our response to the question posed is between the University's **recruitment** practices and the University's **hiring** practices.

Creating diversity in our faculty and staff starts with ensuring that the University can attract a diverse pool of candidates for each opportunity. Our recruitment processes should be accessible, equitable and inclusive - reaching all demographics and under-represented groups alike. Our selection panels should be trained to recognize and limit or eliminate bias, unconscious and conscious, in the entire candidate selection process. Selection panels are then tasked with hiring the most qualified candidate, based on merit (the skills and abilities to best perform the functions of the position), from that diverse and representative pool.

The University is working, through equity education and awareness, to ensure that our recruitment processes encourage a diverse range of applicants and that individuals from under-represented groups are presented the opportunity to compete equitably for positions. Similarly, equity awareness needs to come to

the hiring processes to ensure that they also proceed in a fair and unbiased way, and do not differentially advantage or disadvantage any applicants.

It is worth noting that making positive progress in this area is a lengthy process. Exploring what barriers are in place that may prevent individuals from under-represented groups from applying for positions for which they are qualified is a complex process and must take into account that some of those barriers are likely being presented earlier than at the recruitment and hiring stages. In addition, hiring an individual for a position for which that individual is not qualified (due to lack of experience or preparation) undermines that individual and, if the individual is a member of an under-represented group, can implicitly reinforce biases regarding that under-represented group.

Question from GFC Member Brayden Whitlock (submitted by email January 20, 2017)

Question 10.1Q

Months ago, a student group was charged an exorbitant security fee because of the controversial nature of one of their proposed events. They could not pay the fee and thus had to cancel the event. This fee was imposed by the Office of the Dean of Students. I wrote a piece for the Edmonton Journal that summarizes my view on this matter, which can be found [here](#). Briefly, I think it amounts to a "controversy tax" that discourages controversial ideas on campus. This of course does not align with the university's stance on intellectual freedom and freedom of expression.

With the goal of having a policy that disallows this discrimination based on controversy, is there interest from the Provost's Office in making policy changes so that the costs associated with controversial ideas are more fairly shared by the whole community?

Response 10.3R from the Office of the Provost and Vice-President (Academic)

A university is a space for exploration and inquiry into sometimes difficult or controversial ideas and subjects, within legal limits. The University of Alberta is committed to intellectual diversity and debate and therefore allowing the expression of diverse perspectives on all matters of public interest.

The University regularly hosts controversial events or speakers and facilitates difficult and sometimes even painful conversations. However, it also has the responsibility of doing so in spaces that are safe, secure and accessible to all, and in a manner that balances the rights and responsibilities of all of our University community members.

A group or organizer may be required to cover some of the University's actual event-related costs, as described in current University policies. In many cases, these additional costs can be greatly reduced or avoided entirely by proper planning and by working in advance with University authorities.

General Faculties Council Standing Committee Report

Executive Committee

1. Since the last GFC meeting, the Executive Committee met on December 5, 2016, and January 16, 2017.

2. Actions Taken with Delegated Authority from GFC

December 5, 2016 **Approved** the addition of ENGG 404 from the Faculty of Engineering to the List of Courses with Consolidated Examinations

January 16, 2017 **Approved** the new course designator HADVC (History of Art, Design and Visual Culture), Faculty of Arts

Recommended to GFC - Proposed Revisions to the Discrimination, Harassment and Duty to Accommodate Policy and Related Procedures

Recommended to GFC - Proposed Changes to the Helping Individuals at Risk (HIAR) Policy and Procedure

Approved the GFC agenda for January 30, 2017 meeting

Detailed motion and final document summary:

<http://www.governance.ualberta.ca/GeneralFacultiesCouncil/ExecutiveCommittee/ExecutiveMotionandFinalDocumentSummary.aspx>

3. Items that the Committee Discussed or Advised on

December 5, 2016 University of Alberta Museums Annual Report 2015-2016
Student Conduct and Accountability Annual Statistical Report 2015-2016
Annual Report of the Appeals and Compliance Officer 2015-2016
Sexual Violence Policy and Procedures

January 16, 2017 GFC Ad Hoc Committee on Academic Governance Including Delegated Authority
Helping Individuals at Risk and Safe Disclosure and Human Rights Activity Reports
2015-2016
Waiver of Advertising Requirements: Report to General Faculties Council
For the Public Good: Final Performance Measures
Update on the Comprehensive Institutional Plan (CIP)
Bachelor of Arts Curriculum Renewal, Faculty of Arts

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

<http://www.governance.ualberta.ca/GeneralFacultiesCouncil/ExecutiveCommittee.aspx>

Submitted by:
David Turpin, Chair
Executive Committee

General Faculties Council Standing Committee Report

Academic Planning Committee

1. Since the last GFC meeting, the Academic Planning Committee met on December 14, 2016, and January 18, 2017.

2. Actions Taken with Delegated Authority from GFC

November 16, 2016 **Approved** Changes to the Bachelor of Science in Dental Hygiene, Faculty of Medicine and Dentistry

Approved Revisions to the Graduate Teaching and Learning Program, Faculty of Graduate Studies & Research

Recommended to the Board Finance and Property Committee - University of Alberta 2017-2018 General Tuition Fee Proposal

Recommended to the Board Finance and Property Committee - University of Alberta 2017-2018 International Tuition Fee Proposal

December 14, 2016 **Approved** Program Expansion to add an Honors program to Operations Management, Faculty of Business

Approved the Name Change of the Major 'Entrepreneurship and Family Enterprise' to 'Entrepreneurship and Innovation', in the Bachelor of Commerce, Faculty of Business

Approved the Name Change of the Major 'Family Ecology' to 'Family Science', in the Bachelor of Science in Human Ecology, Faculty of Agriculture, Life and Environmental Science (ALES)

Recommended to GFC - Revisions to the Discrimination, Harassment and Duty to Accommodate Policy and Related Procedures

Recommended to GFC - Changes to the Helping Individuals at Risk (HIAR) Policy and Procedure

Recommended to the Board Learning and Discovery Committee - a new freestanding for-credit University Certificate in Teaching Students with Complex Communication Needs, Faculty of Education

January 18, 2017 **Approved** the New specialization in Human Resource Management to be added to existing diploma Program (Techniques d'administration des affaires) offered by the Centre collegial de l'Alberta at Faculté Saint-Jean

Detailed motion and final document summary:

<http://www.governance.ualberta.ca/GeneralFacultiesCouncil/AcademicPlanningCommittee/APCMotion>

3. Items the Committee Discussed or Advised on

- November 16, 2016 Sexual Violence Policy and Procedures
Update on the Budget
- December 14, 2016 Update on the Comprehensive Institutional Plan (CIP)
- January 16, 2017 Annual Report on Undergraduate Enrolment
Annual Report on Graduate Enrolment
Update on the Budget

Terms of reference and records of meeting for this committee can be found at:
<http://www.governance.ualberta.ca/GeneralFacultiesCouncil/AcademicPlanningCommittee.aspx>

Submitted by:
Steven Dew
Chair, Academic Planning Committee

General Faculties Council Standing Committee Report

Academic Standing Committee

1. Since the last GFC meeting, the Academic Standing Committee met on December 15, 2016.
2. Actions Taken with Delegated Authority from GFC

December 15, 2016 **Approved** Office of the Registrar: Proposed Approval of Transfer Credit for December 2016

Approved Faculty of Business: Proposed Changes to Existing Academic Standing Regulations

Approved Faculty of Native Studies: Proposed Changes to Existing Admission and Transfer Regulations

Approved Faculty of Native Studies: Proposed Changes to Application Deadlines, Certificate in Aboriginal Governance and Partnership

Approved Proposal for an Embedded Graduate Certificate in School Administration Leadership, Faculty of Graduate Studies and Research and Faculté Saint-Jean

Approved Proposed changes to Existing Admission Requirements, Master of Education and doctoral programs in the Department of Secondary Education, Faculty of Graduate Studies and Research

Approved Proposed Changes to Existing Admission Requirements, Dental Hygiene Post Diploma Degree Completion Program, Faculty of Medicine and Dentistry

Approved Proposed Changes to Academic Regulations, Dental Hygiene Diploma/BSc (Dental Hygiene Specialization) Program, Faculty of Medicine and Dentistry (approved by 3-vote on December 22, 2016)

Detailed motion and final document summary:

<http://www.governance.ualberta.ca/GeneralFacultiesCouncil/AcademicStandardsCommittee/ASCMotionandFinalDocumentSummary.aspx>

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

<http://www.governance.ualberta.ca/GeneralFacultiesCouncil/AcademicStandardsCommittee.aspx>

Submitted by:

Nat Kav, Chair

Academic Standards Committee



Date: January 19, 2017

To: General Faculties Council

From: Meg Brolley, General Faculties Council (GFC) Secretary, and Manager of GFC Services

RE: **GFC Executive Committee and Nominating Committee Vacancies**

The GFC Replenishment Committee is responsible for providing General Faculties Council with nominations to replenish the GFC Executive/Nominating Committees. The Replenishment Committee is comprised of the Vice-Presidents (Academic) of the two student associations plus three (3) faculty members who have completed a term or terms on GFC. The members of Replenishment Committee are:

- Professor Christina Rinaldi, Faculty of Education
- Professor Fay Fletcher, Faculty of Extension
- Professor J Nelson Amaral, Faculty of Science
- Ms Marina Banister, Vice-President (Academic), Students' Union
- Mr Firouz Khodayari, Vice-President (Academic), Graduate Students' Association

At this time, the committee is making a recommendation to fill the following vacancy:

- **One (1) undergraduate student member (effective immediately)**

The Replenishment Committee now puts forth the following nominee who, as required by GFC policy is a member of GFC, with term ending dates coinciding with their GFC terms:

Reed Larsen, Faculty of Arts (undergraduate student vacancy) April 30, 2017

The committee, in advancing this nominee, is confident that this individual will serve the University community well while serving on the GFC Executive Committee (and Nominating Committee).

As per GFC regulation, members of GFC may make additional nominations this position. If you would like to make an additional nomination (which must be filled by GFC members only), please send it to me by **Wednesday, January 25, 2017 at 12:00 noon**. If there are any additional nominations, an election will be held shortly thereafter. Please refer to the University Governance website, <http://www.governance.ualberta.ca>, for the complete listing of current GFC members and the GFC Executive Committee/Nominating Committee members. If no further nominations are received, the recommended individuals will be considered as elected.

Please contact me at meg.brolley@ualberta.ca or 780-492-4733 if you have any questions.

cc. GFC Replenishment Committee



2016-17 NEW MEMBERSHIP APPOINTMENT

DECLARED AS ELECTED BY GENERAL FACULTIES COUNCIL (GFC)
(Deadline: December 21, 2016)

For the approved terms of reference and full membership composition of GFC Standing Committees, University Appeal Bodies, and Other Committees to Which GFC Elects, please refer to the University Governance main website and navigate to the appropriate committee webpage. Please Visit **University Governance** at: www.governance.ualberta.ca.

- Undergraduate (UDG) and graduate students' (GS) terms of office commence May 1 through to April 30, on an annual basis.
- Please note that the Academic Appeals Committee and University Appeals Board, student terms may run two (2) years in length with varied dates, overlapping purposes and particularly in spring/summer.
- Faculty/Staff members' terms of office are normally three (3) years in length, commencing July 1 and ending June 30.

UDG (Undergraduate student)
G (Graduate student)

More details: [UNIVERSITY APPEAL BODIES – Judiciary Governance](#)

UNIVERSITY APPEAL BOARD (UAB) [§30.6.3 OF THE CODE OF STUDENT BEHAVIOUR]

Appointment Extensions by GFC of: One (1) undergraduate student on the Panel of Students-Undergraduate, and one (1) graduate student on the Panel of Students-Graduate, allowing for overlap of students' terms and ensuring panel continuity over the progressive months.

<u>Nominee</u>	<u>Faculty/Unit</u>	<u>Term Beginning</u>	<u>Term End</u>
Colton Chacalias (UDG)	Business	Immediately upon approval	April 30, 2017
Melis Gedik (GRAD)	Science	Immediately upon approval	April 30, 2017

GFC ACADEMIC APPEALS COMMITTEE (AAC) [§1.4.3 of GFC AAC Policy]

Appointment by GFC of: One (1) undergraduate student named to the Panel of Students-Undergraduate

<u>Nominee</u>	<u>Faculty/Unit</u>	<u>Term Beginning</u>	<u>Term End</u>
Marina Saporito (UDG)	Native Studies	Immediately upon approval	June 30, 2018



SEARCH/REVIEW COMMITTEES

Presidential/Vice-Presidential/Decanal Search and Review Committees are regularly established at the University of Alberta. General Faculties Council (GFC) is routinely called upon to arrange for the election of representative(s) to populate approved search/review committee compositions in accordance to the policies and procedure within the Recruitment Policy (in UAPPOL).

Campus interest and response to a nomination call may generate a pool of multiple nominees, thus requiring an election (held by GFC) to declare the successful candidate(s) to a membership role on the selection/review committee. It's regular practice by the GFC Nominating Committee, through the delegation of authority given by GFC, to electronically distribute nomination calls to the relevant constituencies (academic staff, non-academic staff, public members) in order to raise awareness and encourage nominations and/or expressions of interest from eligible nominees, as stipulated within the established committee membership composition.

RECENT ELECTIONS HELD BY GFC - ACADEMIC STAFF TO SELECTION COMMITTEES

2016-2017 Advisory Search Committee for Vice-President (Research)

December 15, 2016 - the following individuals have been declared elected by General Faculties Council to serve as "three faculty members from staff categories (A1.1, A1.6, or their counterparts in A1.5 and A1.7), as defined by the *Vice-Presidential Search and Review Procedures* (in UAPPOL) and Appendix A: Sections (5) and (8)."

- **Tania Bubela** (School of Public Health)
- **Philomina Okeke-Ihejirika** (Faculty of Arts)
- **Sunita Vohra** (Faculty of Medicine and Dentistry)

2016-2017 Advisory Search Committee for Vice-President (University Relations)

November 30, 2016 - a campus-wide call for academic staff nominations did not result in any nominees coming forward. Hence, General Faculties Council was unable to put forward "two faculty members from staff categories (A1.1, A1.6, or their counterparts in A1.5 and A1.7), as defined by the *Vice-Presidential Search and Review Procedures* (in UAPPOL) and Appendix A: Sections (2) and (8)."

FOR THE GFC MEETING OF JANUARY 30, 2017

I am pleased to report on the following highlights of the Board of Governors' Open Session meeting held on December 16, 2016:

REPORT OF THE PRESIDENT

The President provided a written report on his activities since October 21, including updates on the five strategic goals of *For the Public Good*:

- **Build:**
 - The upcoming implementation of the new online course, Native Studies 201 "Aboriginal Canada: Looking Forward/Looking Back", designed for students who are not Native Studies majors.
 - The first step in the development and implementation of a national recruitment strategy: a new admission process called Automatic Evaluation, which has decreased processing times for high school applications.

- **Experience:**
 - The creation of the Canadian Learning Initiative in China (CLIC), to fund and enable two-way, study-abroad opportunities for both Canadian and Chinese students.
 - An update on the Faculty of Rehabilitation Medicine's satellite program in Calgary, which allows the University to offer Master of Science degrees in Occupational Therapy and Physical Therapy programs in Calgary, and in the Physical Therapy program in Camrose.

- **Excel:**
 - The launch of a formal proposal process to engage the campus community in the development of a portfolio of signature and emerging research and teaching areas where the university is or will be recognized as a global leader.
 - An update on academic excellence, including: the annual Killam award celebration in October to recognize 20 graduate students, post-doctoral fellows and professors for academic achievement, leadership and mentorship; the election of Yasmin Rafiei, a Science and Peter Lougheed Leadership College undergraduate student, to the Class of 2017 Rhodes Scholars; and the ranking of the University of Alberta as one of Canada's top five universities by *Maclean's* magazine.

- **Engage:**
 - An update on the President's international travel, including: the signing of memoranda of understanding with three different Chinese institutions; participation in the PetroTech Conference in India; and the shortlisting of the University by the Indian *Higher Education Review* magazine for "International University of the Year, 2016".
 - An event to recognize the 1200 faculty, staff and students who together volunteered 5000 hours and 4600 staff hours during the Fort McMurray crisis earlier this year.
 - The President's acceptance of an invitation to join the Universities Canada board of directors.

- **Sustain:**
 - An update on senior leadership transitions, including: the upcoming completion of Lorne Babiuk's second five-year term as Vice-President (Research); the appointment of Richard Fedorak as Dean of the Faculty of Medicine & Dentistry; and a welcome to Gitta Kulczycki as Vice-President (Finance and Administration).

Dr Turpin also provided verbal remarks on the new format of the President's Report, which follows the layout of *For the Public Good* and highlights key talking points, and updated Board members on his recent trip to India, noting that there is strong interest among Indian institutions in partnering with the University. He also briefed the Board on the status of the preliminary recommendations for performance indicators of *For the Public Good*, which were before members.

BOARD OF GOVERNORS' MOTION SUMMARY

On the recommendation of the Finance and Property Committee, the Board of Governors approved:

- that tuition that falls within the tuition fee regulation for 2017-18 be set at the 2014-15 rates, as directed by the Government of Alberta;
- the 2017-2018 Residence Rental Rate proposal, effective May 1, 2017;
- the 2017-2018 Visitor Parking Rate proposal, effective April 1, 2017;
- the lease of approximately 10,250 square feet (952 square meters) of main floor space at 333 – 5th Avenue SW in Calgary;
- an across the board increase of 3.02% to international tuition fees, effective Fall Term, 2017, as outlined in the proposal;
- a tuition increase of \$4,000, not subject to future increases of the Academic Price Index (API), to all international graduate tuition fees except for graduate course-based programs in the Faculty of Rehabilitation Medicine and cost-recovery programs, with the understanding that the increase will be offset by an equal amount of financial support that will be revenue and cost neutral, effective Fall Term, 2017, and that future tuition increases and changes to offset amounts will be subject to governance review and Board approval;
- an increase of \$1600.52 per course for international tuition fees in the Integrated Petroleum Geosciences (IPG) program, effective Fall Term, 2017, with the understanding that current students will be grandfathered for one year.

On the recommendation of the Human Resources and Compensation Committee, the Board of Governors approved proposed changes to the University Equity Statement in the Academic Staff Posting and Advertising Procedure and the Support Staff Posting and Advertising Procedure (UAPPOL).

On the recommendation of the Safety, Health and Environment Committee, the Board of Governors approved proposed revisions to the University Bloodborne Pathogens Regulation contained in the University Calendar, including the renaming to University Infectious Diseases Regulation, to take effect in 2017/2018.

On the recommendation of the Board Chair, Mr Michael Phair, the Board of Governors approved:

- the extension of the term of external member, Dave Ferro, on the Board Safety, Health and Environment Committee, to June 30, 2017;
- adjustments to current Board Committee membership to reflect existing participation on committees.

The Board of Governors defeated a motion recommended by the Finance and Property Committee to approve the fees for meal services in Lister Residence at \$4650 for 7 days and \$4285 for 5 days, effective fall 2017, with the understanding that a revised proposal would return to a future Board meeting.

INFORMATION REPORTS

- Report of the Audit Committee
 - Internal Audit Charter
 - Management's Quarterly Compliance Certificate
 - Management's Quarterly Freedom of Information and Protection of Privacy (FOIP) Compliance Certificate
 - Summary of the Office of the Auditor General's October 2016 Report
 - Learning Moment: Ransomware
 - Information Technology Report
 - Management's Quarterly Financial Statements and Review (including current accounting and financial reporting issues)
 - Competitive Bid Exception Report
 - Institutional Risk Summary Update
 - Institutional Risk Indicator Summary and Emerging Risks
 - *For the Public Good* Performance Measures
 - University Auditor's Annual Internal Audit Report (Internal Audit, Safe Disclosure, Helping Individuals at Risk, Quality Management in Clinical Research, and Compliance with IIA Standards)

- Report of the Audit Committee, cont.
 - Update on Risk-Based Internal Audit Plan
 - External Auditor's Audit Plan

- Report of the Finance and Property Committee
 - Approval of Committee Vice-Chair
 - Meal Plan for Lister Residence 2017-2018
 - Project Management Office - Quarterly Status Report
 - Community Engagement Report
 - Functional Renaming – Augustana – Ravine Studio Building
 - Mandatory Non-Instructional Fees (MNIF) Report
 - Learning Moment: Restricted Funding
 - Annual Adjustment of all Mandatory Non-Instructional Fees (MNIF)
 - Quarterly Financial Review
 - Faculty, Staff & Student Parking Rate Increases

- Report of the Human Resources and Compensation Committee
 - Appointments of Board Members to Advisory Search Committees: Vice-President (Research) and Vice-President (University Relations)
 - Position Description: Vice-President (University Relations)
 - Indicators of Health & Disability Annual Report
 - Healthy University Plan
 - Presentation by and Discussion with President of Graduate Students' Association (GSA)

- Report of the Investment Committee
 - Portfolio Performance & Compliance – September 30, 2016
 - Cost Effectiveness of Investment Program – Annual Review
 - Statement of Investment Principles and Beliefs (SIP&B) Update
 - Overview of the University of Alberta's Enterprise Risk Management (ERM) Framework
 - Unitized Endowment Pool (UEP) Spending Policy – Annual Review
 - University of Alberta Responsible Investment Plan
 - Growth – Private Equity Strategy Progress Report
 - Inflation Sensitive – Commodities Search Progress Report
 - Performance Measurement Service Provider & Custodial Bank Update

- Report of the Learning and Discovery Committee
 - Learning Moment: Overview of Quality Assurance Program
 - Report from the Provost and Vice-President (Academic)
 - Report from the Vice-President (Research)
 - President's Visiting Committee: Summary of Reviews for the Faculty of Medicine and Dentistry
 - *For the Public Good* Performance Measures
 - Undergraduate National Recruitment Strategy and Key Performance Indicators and Measures
 - Annual Report on Undergraduate Financial Supports

- Report of the Safety, Health and Environment Committee
 - Dashboard Review
 - Environment, Health and Safety Management System
 - Environment, Health and Safety (EHS) Database
 - Memo from the Associate Vice-President (Risk Management Services) and the Associate Vice-President (Operations and Maintenance)
 - Memo from the Vice-Provost and Dean of Students
 - Third Quarter Health and Safety Indicator Report

- Report of the University Relations Committee
 - Approval of the 2016-17 Committee Workplan
 - Community Engagement Report
 - Learning Moment: Alumni Strategic Plan
 - Senate Update
 - Alumni Council Update

The Board also received reports from the Chancellor, Alumni Association, Students' Union (including 2015-16 Financial Statements), Graduate Students' Association, Association of Academic Staff of the University of Alberta, Non-Academic Staff Association, General Faculties Council, and the Board Chair.

Prepared for: Jeremy Richards, GFC Representative on the Board of Governors
By: Erin Plume, Assistant Board Secretary

Please note: official minutes from the open session of the December 16, 2016 Board of Governors' meeting will be posted on the University Governance website once approved by the Board at its March 17, 2017 meeting:
www.governance.ualberta.ca/BoardofGovernors/Board/BoardMinutes.aspx.

OUTLINE OF ISSUE
Advice, Discussion, Information Item

Agenda Title: **Annual Report on Undergraduate Enrolment 2016-17**

Item

Proposed by	Lisa Collins, Vice-Provost and University Registrar
Presenter	Lisa Collins, Vice-Provost and University Registrar Melissa Padfield, Deputy Registrar

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the item is (please be specific)	To discuss the 2016/17 annual report on undergraduate enrolment.
Timeline/Implementation Date	N/A
Supplementary Notes and context	Provides the institution with undergraduate enrolment information for awareness and to aid in future planning.

Engagement and Routing (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p><For further information see the link posted on the Governance Toolkit section Student Participation Protocol></p>	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • GFC Exec - January 16, 2017 • APC - January 18, 2017 • PEC-O- January 27, 2017 • GFC - January 30, 2017 • Statutory Dean’s Council- February 1, 2017 • BLDC- February 27, 2017 • Board of Governors – March 17, 2017 • Chairs Council- TBA
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • President and Vice Chancellor- Dr. David Turpin- January 6, 2017 • Office of the President- (Catherine Swindlehurst)- January 6, 2017 • Provost and Vice President Academic- Dr. Steven Dew- January 6, 2017 • Office of the Provost (Dr. Wendy Rogers (Deputy Provost), Edith Finczak, Kathleen Brough)- Early Readers- January 6, 2017 • Strategic Analysis and Data Warehouse- Deborah Williams- January 6, 2017 • Vice Provosts’ Council- January 16, 2017 • Advisory Committee on Enrolment Management- January 27, 2017
	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • FGSR, for purposes of coordinating graduate and undergraduate annual enrolment reports

Alignment/Compliance

Alignment with Guiding	For the Public Good
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<p>Documents</p>	<p>BUILD GOAL: Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world.</p> <p>To begin, we will attract outstanding students... OBJECTIVE 1: Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.</p> <p>SUSTAIN GOAL: Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all Albertans.</p> <p>A commitment that extends to administration and governance... OBJECTIVE 21: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p>1. Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)).</p> <p>2. General Faculties Council (GFC) Terms of Reference (Mandate): “[...] The issues which remain with GFC or which would be referred by a Standing Committee to GFC would generally be in the nature of the following:</p> <ul style="list-style-type: none"> • high level strategic and stewardship policy issues or matters of significant risk to the University; • alterations to the mandate, terms of reference, composition, or structure of a Standing Committee[.] [...]” <p>GFC has powers under the <i>PSLA</i> to</p> <p>“make recommendations to the board with respect to affiliation with other institutions, academic planning, campus planning, a building program, the budget, the regulation of residences and dining halls, procedures in respect of appointments, promotions, salaries, tenure and dismissals, and any other matters considered by the general faculties council to be of interest to the university [...] [<i>PSLA</i> Section 26(1)(o)]” and to “determine standards and policies respective the admission of persons to the university as students[.] [<i>PSLA</i> Section 26(1)(n)]”</p> <p>3. GFC Executive Committee Terms of Reference (Mandate):</p> <p>“To act as the executive body of General Faculties Council and, in general, carry out the functions delegated to it by General Faculties</p>

	<p>Council. (GFC 08 SEP 1966) (GFC 12 FEB 1996)</p> <p>4. GFC Executive Committee Terms of Reference: “Agendas of General Faculties Council GFC has delegated to the Executive Committee the authority to decide which items are placed on a GFC Agenda, and the order in which those agenda items appear on each GFC agenda.</p> <p>When ordering items, the GFC Executive Committee will be mindful of any matters that are of particular concern to students during March and April so that the student leaders who bring those items forward are able to address these items at GFC before their terms end. (EXEC 06 NOV 2006)</p> <p>When recommendations are forwarded to General Faculties Council from APC, the role of the Executive shall be to decide the order in which items should be considered by GFC. The Executive Committee is responsible for providing general advice to the Chair about proposals being forwarded from APC to GFC. “</p> <p>5. Board Learning and Discovery Committee Terms of Reference (Mandate): “Except as provided in paragraph 4 hereof and in the Board’s General Committee Terms of Reference, the Committee shall, in accordance with the Committee’s responsibilities with powers granted under the Post-Secondary Learning Act, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the “GFC”), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board.</p> <p>Without limiting the generality of the foregoing the Committee shall:</p> <ol style="list-style-type: none"> a. receive and approve initiatives related to the overall academic mission and related plans and policies of the University; [...] d. review and approve the establishment, modification and removal of enrolment quotas and annually review such quotas[.][...]” <p>6. GFC Academic Planning Committee Terms of Reference (Section 3 Mandate): “APC is responsible for making recommendations to GFC and/or to the Board of Governors concerning policy matters and action matters with respect to the following: [...]</p> <p>3. Enrollment and Planning</p> <ol style="list-style-type: none"> a. To recommend to GFC on University-wide enrolment targets for undergraduate and graduate students. b. To recommend to GFC on enrollment management processes, including the establishment of new quotas for individual Faculties and programs.” <p>[...]”</p>
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Attachments (each to be numbered 1 - <>)

1. 1. Attachment 1 (pages 1 – 34) - Annual Report on Undergraduate Enrolment 2016/17

Prepared by: Melissa Padfield, Deputy Registrar, melissa.padfield@ualberta.ca



**ANNUAL REPORT ON
UNDERGRADUATE ENROLMENT 2016/17**

December 22, 2016



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MESSAGE FROM THE VICE-PROVOST AND UNIVERSITY REGISTRAR

The University of Alberta continues to have overall healthy student demand for its programs. While some of our programs remain quite accessible, admission to other programs is highly competitive. Though the university's supply of seats in programs is relatively steady over time, demand for programs does fluctuate from year to year. Demand drivers include the economy, labour markets, and inter-institutional competition in provincial, national, and international applicant pools. In this environment, active management of enrolment is required to ensure that the university enrolls to its published targets.

As we work towards “build(ing) a diverse, inclusive community of exceptional students from Edmonton, Alberta, Canada, and the world¹”, enrolment management plays a significant role in bringing those students to campus. The Office of the Registrar is committed to working with our partners in faculties and administrative units to develop and implement strategies to support students throughout the enrolment cycle, from early inquiry as a prospective student to graduation and transition to alumni status.

With the fourth *Annual Report on Undergraduate Enrolment*, we are pleased to highlight significant progress. We have fundamentally changed our enrolment management processes, and we are succeeding. The university's undergraduate full-load-equivalent enrolments for 2016/17 are projected to land within one percent of institutional targets. As a result of the implementation of the *Ten Point Plan on Undergraduate Enrolment Management*, faculties now set and adjust admission averages throughout the enrolment cycle, in direct response to the size and qualifications of their applicants. As we now base admission and scholarship decisions on the early indicators of academic performance, students receive earlier offers. These offers also have fewer conditions on them, reflecting a firmer commitment to the student. Admitted students are invited to formally commit to us by accepting their offers of admission. This provides critical information about how many seats remain open in a program as admission evaluations continue throughout the cycle. The rate at which the university revokes admission offers began dropping significantly beginning in 2015/16, and it continues to fall. Multi-year trend data on admit rates, yield rates for admitted students, and mean competitive admission averages all reflect health and quality in the university's applicant pools.

The university continues to actively recruit Albertan students as our largest applicant group. Enticing high-achieving Albertan students to attend post-secondary education in their home province is an area of focus. Other priorities include Aboriginal students, rural students, Francophone students, high-achieving out-of-province students, and international students. Together, these groups form a diverse class of undergraduate students from a wide variety of backgrounds. We have seen important increases in the Aboriginal applications, admissions, and enrolments, all positive signs for this high priority group. International enrolments remain stable and close to the university's target of 15 percent, while also reflecting increased diversity in the international student body.

It is my hope that this year's data will contribute to shared understanding and support evidence-based decision making. While this report is a retrospective annual assessment, it also signals opportunity for future innovation. I look forward to what each year brings.

Lisa Collins

Vice-Provost & University Registrar

¹ University of Alberta Institutional Strategic Plan, *For the Public Good*

EXECUTIVE SUMMARY

The Annual Report on Undergraduate Enrolment provides an overview of key undergraduate enrolment statistics in each academic year (September 1 – August 31). Application, admission and enrolment statistics are collected as of December 1 each year. The 2016/17 report is the fourth such annual report issued by the Office of the Registrar. The Report includes information about total enrolment, expressed in headcount, as well as enrolment expressed by post-secondary institutions in the Province of Alberta as Full Load Equivalents (FLEs). In addition to tracking total enrolment, the report looks at three specific areas:

1. Student intake: applications, admissions, and registrations, including selectivity and yield rates;
2. Basic demographic data about the student body, and key populations within it;
3. Student retention and completion.

Where appropriate, this report includes multi-year trend data, with data sources noted.

Total Undergraduate Enrolment

	Persons	Percent		Persons	Percent
Domestic	26,551	86%	Full time	28,683	93%
International	4,300	14%	Part time	2,168	7%
Total undergraduate enrolment	30,851		Total undergraduate enrolment		100%

Total enrolment increased by 225 persons over the previous year. The university is enrolled within one percent of its 2016/17 institutional target. Overall, FLE enrolment for 2016/17 is estimated at 26,257, or 99 percent of the institutional undergraduate target of 26,535.

Applicants

	Persons	Rate
Total applicants	31,977	
Admitted	18,929	Admission rate: 59%
Registered	12,709	Yield rate: 67%

For Fall 2016 enrolment, the university experienced growth resulting from a 2.1 percent increase in applications and 2 percent increase in admissions from the previous year. The 2016 yield rate of 67 percent is significant in that it represents the first time the university has seen an increase in yield in seven years. Mean admission averages for undergraduate direct entry programs experienced improvement relative to the past several academic years, reflecting an overall improvement in the quality of our applicant pool. Admission offer revocation rates continued their downward trend and fell even further to 2 percent, confirming that recent improvements to enrolment processes are beneficial to both the university and students.

International

Top source countries, by last school location	China: 55%	Canada: 23%	India: 2%	Malaysia: 1%, Brazil: 1%, Saudi Arabia: 1%, Japan: 1%, Nigeria: 1%
Total country citizenship in international headcount	102	Three countries (China, India, Nigeria) each having 100 or more students within the population.		

The 2016/17 international undergraduate ratio continues in its steady state of 14 percent, same as the previous two years, which is close to the institutional target of 15 percent of total undergraduate enrolment. While China continues to remain the top citizenship country of our international students, the proportion of students with Chinese citizenship in total international enrolment decreased by 2 percent. This marks the first time in at least six years that the proportion of students with Chinese citizenship has decreased rather than increased, this trend aligns with the institutional goal of increasing international diversity.

Domestic

Origin of undergraduates – based on permanent home address	% of headcount	
Edmonton & area	49%	
Rest of Alberta	25%	
Canada (excluding Alberta)	9%	Notably British Columbia, Saskatchewan and Ontario
Outside of Canada	17%	

Domestic student headcount represents 86 percent of our total undergraduate headcount, which is similar to the ratios for the two previous years. Although 86 percent of our students are domestic, only 84 percent of all students have permanent home address in Canada with the remainder 16 percent having permanent addresses outside of Canada. This suggests that some of our domestic students come from outside of Canada in much the same way as some international students come from within Canada.

Aboriginal Enrolment

Total Aboriginal enrolment	1,012		
Total Aboriginal applicants	1,038	New Aboriginal applicants	744
Total Aboriginal applicants admitted	664	Total new Aboriginal applicants admitted	447

Many gains were achieved in 2016/17 in the Aboriginal enrolment group. Undergraduate Aboriginal enrolment increased significantly, with a 9.6 percent increase in self-identified Aboriginal students. This year also saw significant increases in Aboriginal application and admission, with a 16 percent and 18 percent increase, respectively, from the previous year. These numbers comprise new-to-university applicants as well as continuing students applying for program change. The number of new-to-university Aboriginal applicants increased by 20 percent, representing the largest yearly increase in new Aboriginal applicants since 2011. 60 percent of new-to-university Aboriginal applicants were admitted. Overall (new plus program change) Aboriginal admission rate this year was 64 percent which is larger than the overall admission rate (59 percent) among all applicants.

Year 1 to Year 2 Retention Rate

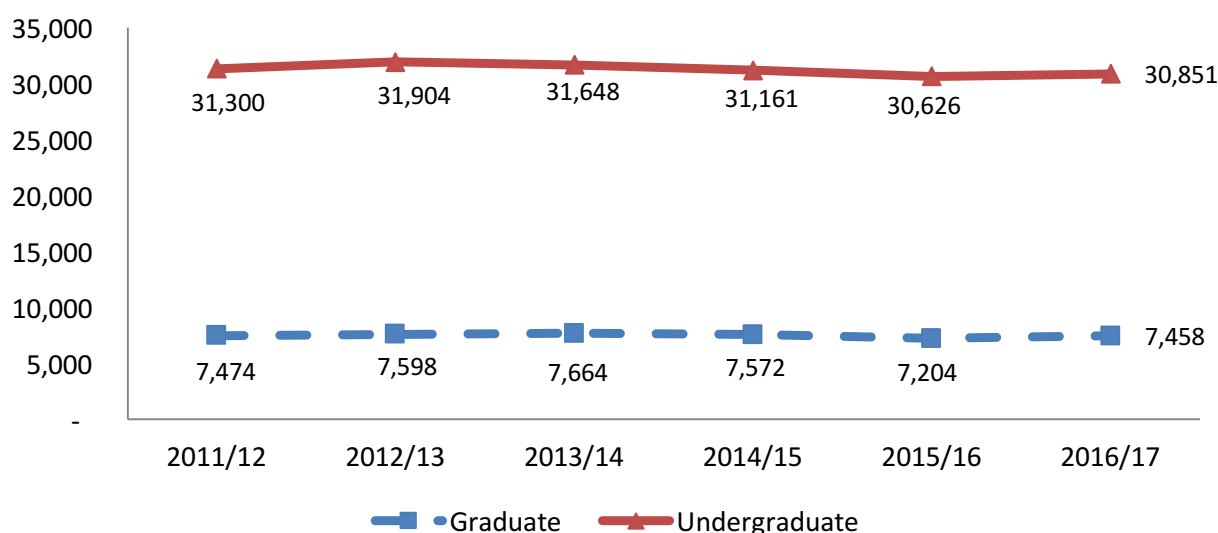
	Retention Rate	Returned to previous faculty	Returned to a different faculty
Aboriginal	77.5%	68.8%	8.7%
All Domestic	88.6%	76.5%	12.1%
International	86.7%	69.4%	17.3%
Overall	88.3%	75.3%	13.0%

1. TOTAL UNDERGRADUATE ENROLMENT

1.1 ENROLMENT HEADCOUNT

Since 2012/13, undergraduate enrolment has declined annually by one to two percent to reach 30,626 students in 2015/16. The yearly decline was a result of deliberate efforts to manage enrolment down to published targets as at least five faculties had been over enrolled. The total undergraduate headcount of 30,626 for 2015/16 was associated with an average of 0.3 percent over enrolment across faculties. At the same time, four faculties were moderately under enrolled, mainly because of a contraction in application volume. In 2016/17 total headcount increased to 30,851, due partly to the correction of under enrolment in two of four faculties and partly, to a stronger application volume along with a moderate increase in yield rates, resulting in mild over enrolment in some faculties.

Figure 1: Enrolment Headcount (2011 to 2016)



Source: Office of the Registrar, December 1 REGSTATS Archive

Note: Undergraduate headcount includes Postgraduate Medical and Dental Education

1.2 NEW AND CONTINUING REGISTRATION, UNDERGRADUATE HEADCOUNT

Total undergraduate registration is comprised of “new to program” intake (applicants registered) and continuing students (continuing registered). In 2016/17, new to program headcount increased by 407 (3.3 percent). The number of students continuing in their previous year program increased by 195 (1.1 percent).

Table 1: 2016/2017 Applicant and Registration Numbers

Program Faculty	Applicants	Applicants Admitted	Applicants Registered	Continuing Registered	Total Registered
ALES	1,298	882	590	977	1,552
Arts	5,917	4,168	2,482	3,262	5,689
Augustana Faculty	1,225	710	380	634	1,008
Business	1,119	749	697	1,322	2,017
Education	2,433	1,556	1,180	1,722	2,885
Engineering	4,543	2,710	1,783	2,440	4,236
Law	1,133	226	217	346	563
Medicine and Dentistry	1,791	333	326	712	1,036
Faculty of Native Studies	190	135	103	79	178
Nursing	1,863	600	458	886	1,342
Open Studies	1,330	1,257	906	241	1,120
Pharmacy & Pharm Science	426	156	153	390	543
Physical Educ & Recreation	922	540	398	586	979
Rehabilitation Medicine	21	21	20	1	21
Faculté Saint-Jean	388	284	223	352	575
Science	7,378	4,602	2,793	3,332	6,097
2016 Total	31,977	18,929	12,709	17,282	29,841
2015 Total	31,308	18,549	12,302	17,087	29,505
Year Over Year Change (#)	669	380	407	195	336
Year Over Year Change (%)	2.1%	2.0%	3.3%	1.1%	1.1%

Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Enrolment Management Table Notes:

1. Does not include Postgraduate Medical and Dental Education, therefore 2016 total registered differ from data in Section 1.1.
2. “Applicants Registered” and “Continuing Registered” do not always sum up to “Total Registered”. Students who are auditing courses may be included in Applicants Registered but are excluded from Total Registered. Also, continuing students who had withdrawn from all their classes over the past four terms but are registered in the current term would be counted in Total Registered but neither in Applicant Registered nor Continuing Registered.
3. Data shown for 2015 would differ from those shown in 2015 Annual Report as the current data no longer includes students in the Career Preparation Diploma program of Faculté Saint-Jean. The University is now able to record the Career Preparation Program headcounts distinctly from undergraduates.
4. Applicant and admission numbers shown here are based on the ‘applicant indicator’ method of sorting applicants into faculties. Although each applicant may have applied to (or been admitted in) more than one program, each applicant is placed only in their main faculty (based on their revealed preference or registration). Therefore the number of applicants shown here for each program would be less than the total number of applications received by the program. However, the aggregate number of applicants across all programs would balance out with the institutional total.
5. Numbers shown for Pharmacy and Pharmaceutical Sciences include BSc Pharmacy as well as the Doctor of Pharmacy program which is considered as an undergraduate program.

1.3 ENROLMENT FULL LOAD EQUIVALENT, UNDERGRADUATE

For 2016/17, the university had an overall undergraduate enrolment target of 26,535 Full Load Equivalents (FLEs). Total FLEs realized is estimated at 26,257 suggesting a near full enrolment at 99 percent of target. Faculty enrolments vary. Engineering has the largest under enrolment, estimated at 255 FLEs below target. Another four faculties (Arts, Augustana, Business, Native Studies, and Science) have mild under enrolment ranging from 4 to 132 FLEs below target. Enrolment in another nine faculties is either on target (Faculté Saint-Jean and Nursing) or mildly over target. A major improvement from 2015/16 to 2016/17 was the closing of enrolment gaps for each of the faculties of Science and Native Studies. The Faculty of Science improved to 61 FLEs (or 1.1 percent) under target having been 161 FLEs (or 2.9 percent) under in the preceding year. The Faculty of Native Studies improved to 4 FLEs (or 3 percent) under target having been 16 FLEs under (or 12.5 percent) in the preceding academic year. However, the Faculty of Engineering remains under enrolled as its actual student numbers have yet to increase to match its ongoing 780 FLEs ramp up in enrolment allocation. Therefore, there remains room to optimize enrolment within Engineering as well as other faculties with respect to institutional targets.

Table 2: 2016/2017 Enrolment by FLE and Comparison with Targets

Program Faculty	2016/17 FLE Estimate	2016/17 FLE Target	2016/2017 Over/ Under Enrolment FLE	2015/2016 Over/ Under Enrolment FLE	2016/17 Over / Under %	2015/16 Over / Under %
ALES	1249	1227	22	6	1.8%	0.5%
Arts	4739	4871	-132	-68	-2.7%	-1.4%
Augustana Faculty	882	899	-17	4	-1.9%	0.5%
Business	1754	1786	-32	1	-1.8%	0.1%
Education	2579	2551	28	-9	1.1%	-0.3%
Engineering	4085	4340	-255	-51	-5.9%	-1.2%
Law	560	525	35	24	6.6%	4.6%
Medicine and Dentistry	1066	1040	26	30	2.5%	2.9%
Faculty of Native Studies	126	130	-4	-16	-3.0%	-12.5%
Nursing	1356	1354	2	85	0.2%	6.1%
Open Studies	583	543	40	14		
Physical Educ & Recreation	838	800	38	21	4.7%	2.6%
Pharmacy & Pharm Science	497	467	30	13	6.5%	2.7%
Rehabilitation Medicine	2		2	3		
Faculté Saint-Jean	515	514	1	3	0.3%	0.7%
Science	5427	5488	-61	-161	-1.1%	-2.9%
TOTALS	26257	26535	-278	-101	-1.0%	-0.38%
Average			-17	-6	0.5%	0.2%

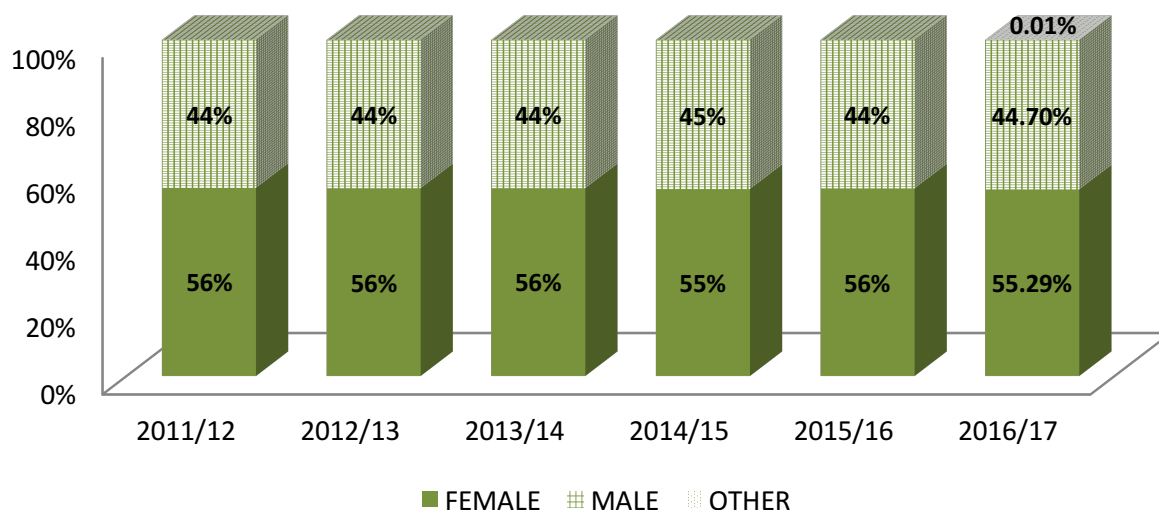
Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Enrolment Management Table Notes:

1. Does not include Postgraduate Medical and Dental Education. FLE targets and estimate shown for Faculté Saint Jean does not include Career Preparation Program.
2. Undergraduate FLE targets for 2016/17 are from page 58 of the university's 2016 [Comprehensive Institutional Plan](#)
3. FLE Estimates are based on Registration Headcount & 2-year Average FLE to Headcount Conversion Rate as of Dec 1, 2016.
4. The averages of over/under enrolment in faculties as shown in the last row do not include Open Studies.

1.4 GENDER DISTRIBUTION, UNDERGRADUATE HEADCOUNT

The proportion of females in undergraduate enrolment has remained in the 55 to 56 percent range over the past several years. Currently, students identifying as female constitute 55.29 percent of the total undergraduate population with 44.7 percent identifying as male. The university created a third gender record in January 2016 to allow students the choice of declaring “other” as a gender option in their institutional records. Four cases of “other” gender were recorded in 2016/17 representing 0.01 percent of the total undergraduate population.

Figure 2: Gender Distribution in Undergraduate Registration (2011 to 2016)

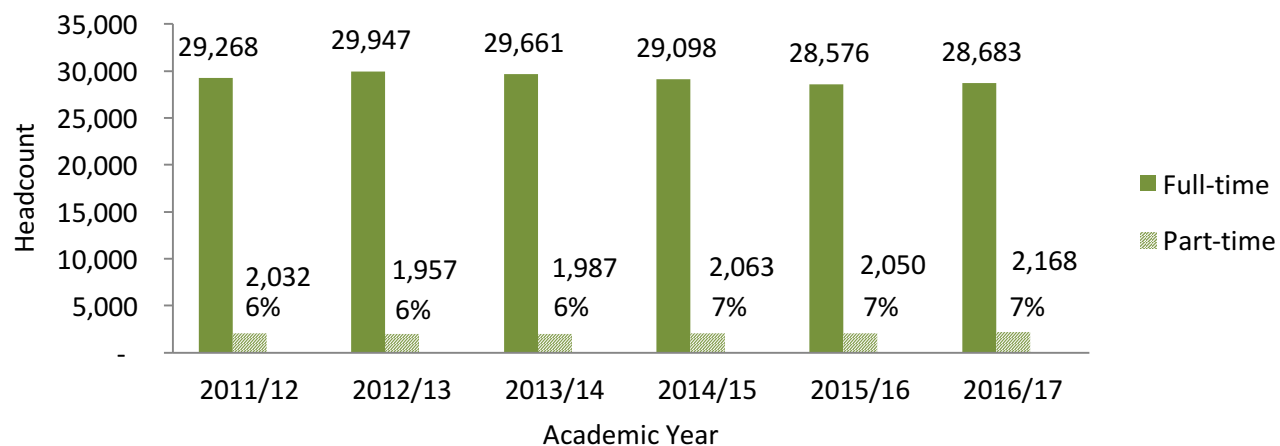


Source: Office of the Registrar, December 1 REGSTATS Archive

1.5 FULL TIME AND PART TIME UNDERGRADUATE HEADCOUNT

Undergraduate enrolment at the University of Alberta is either full time or part time. Part time students are those who are registered in less than nine credits in one term². The proportion of part time students in undergraduate enrolment was 6 percent in the three years preceding 2014/15, but has remained at 7 percent over the last three years. In 2016/17, the number of full time student is 28,683 while 2,168 are part time.

Figure 3: Full and Part Time Undergraduate Headcount (2011 to 2016)



Source: Office of the Registrar, December 1 REGSTATS Archive

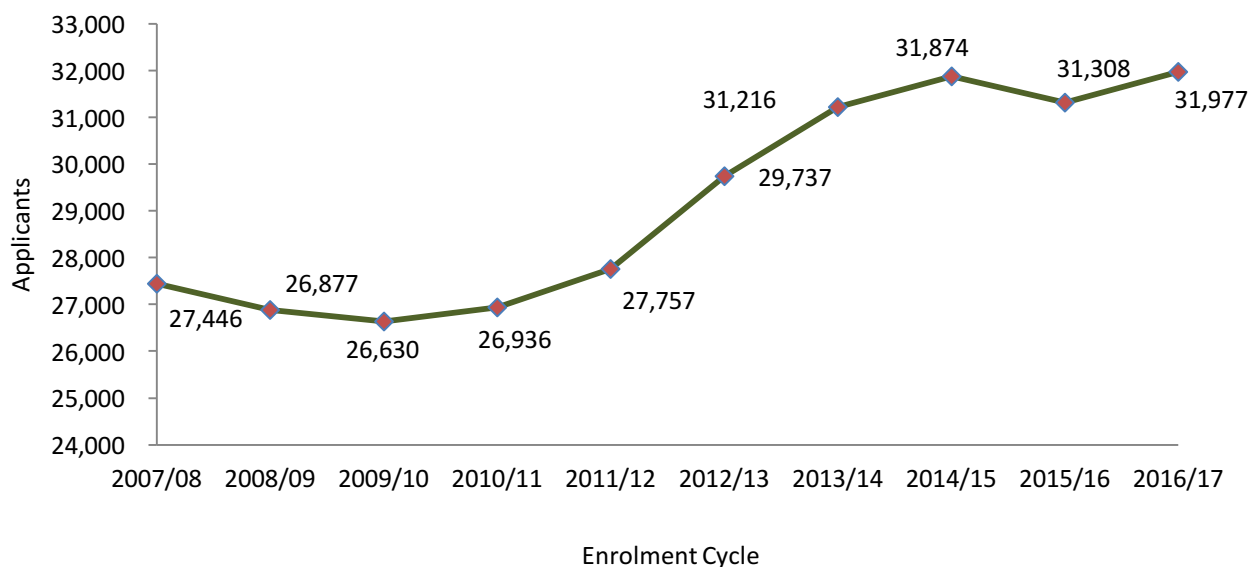
² 2016 – 17 University Calendar > uab.ca/calendar > University of Regulations and Information for Students > [Classification of Students](#)

2. APPLICANT NUMBERS, QUALITY AND YIELD

2.1 APPLICANT NUMBERS

Applicant numbers showed strong growth between 2009/10 and 2014/15 but declined temporarily in 2015/16. However, 2016/17 saw a recovery from this decline as a total of 669 more applicants were recorded in 2016/17 than in the preceding year. Total 2016/17 applicants are comparable to 2014/15 numbers. The growth in applicant numbers was almost entirely due to direct entry applicants while post-secondary and internal transfer applications remained relatively stable (Sections 2.6 and 2.7).

Figure 4: Ten Year Undergraduate Applicant Curve



Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Enrolment Management Table

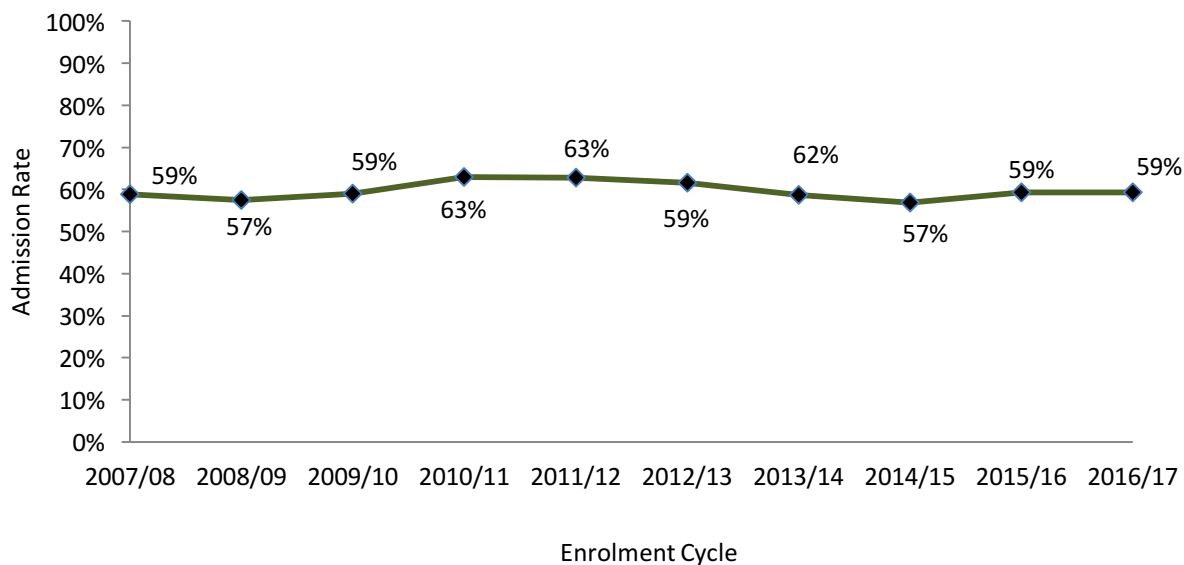
Notes:

1. Data is based on December 1 archived data for each specified year.
2. Applicant number shown for 2015/16 differs by 31 from what was reported in 2015 Annual Report as the current data no longer includes students in the Career Preparation Program of Faculté Saint-Jean. The institution is now able to record the Career Preparation Program data distinctly from undergraduate data.

2.2 ADMISSION RATE

A total of 59 percent of applicants were admitted in 2016/17. This ratio is similar to 2015/16 and falls within historical admission rate of 57 to 63 percent. Admission rate is influenced by enrolment targets, quality of the applicant pool, and yield rates. If applicant numbers continue to increase simultaneously as efforts are being made to attain higher yield rates and manage enrolment to targets, admission rate would have to decrease so as to avoid over enrolment across programs.

Figure 5: Ten Year Undergraduate Admission Rate Curve



Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Enrolment Management Table

Note: Data is based on December 1 archived data for each specified year.

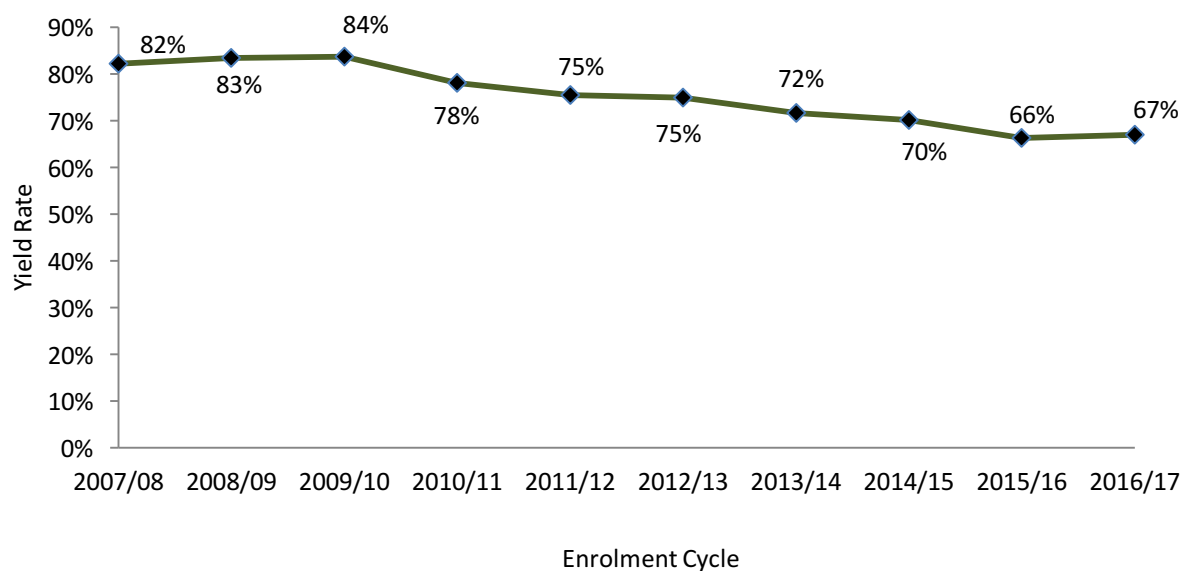
2.3 YIELD RATE

Yield rate is the proportion of admitted applicants who register. Yield rate had declined continuously from 84 percent in 2009/10 to 66 percent in 2015/16. The long term decline was associated with the university becoming more selective (targeting highly qualified applicants) which meant a shift towards a more competitive applicant category. Highly qualified applicants often have multiple admission offers from other institutions. Albertan applicants also have many institutional choices within the Campus Alberta system. Reversing the long term decline in yield while maintaining a high quality of admits requires strategic measures to put the university a step ahead of top Canadian competitor institutions.

In 2016/17 the university adopted an admission application deadline that was two months earlier than historical practice. This encouraged early applications and consequently allowed for a higher number of early admissions. One immediate change was a small increase in yield rate from 66 percent in 2015/16 to 67 percent in 2016/17.

There is certainly room to improve on our ability to yield high quality students, including continuing to improve our understanding of the role of admission practices, the weight of various factors in the student decision-making process, and the strategic use of financial supports.

Figure 6: Ten Year Undergraduate Yield Rate Curve



Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Enrolment Management Table

Note: Data is based on December 1 archived data for each specified year.

2.4 COMPETITIVE ADMISSION AVERAGES, UNDERGRADUATE DIRECT ENTRY

Admission offers into direct entry faculties are based on applicants meeting faculty-set competitive averages at the time of admission³.

Relative to the preceding academic year, competitive admission averages increased in 2016/17 for four of the institution's ten direct entry faculties. Competitive averages were constant for four other faculties but decreased for the remaining two.

Table 3: Ten Year Final Grade 12 Competitive Admission Average History (2007 -2016)

Faculty	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Trend
ALES	70	70	70	70-75	70-75	70-75	70-80	78-82	78-80	70-80	↓
Arts	70	70	70	70	70-75	70-75	72-75	72-80	70-80	70-80	→
Augustana Faculty	70	70	70	70	70	70	70	70	70	70-76	↑
Education						70 - 90	75 - 80	70 - 75	70-80	70-80	→
Engineering	80	80	80	80	80	81	83	85	85-90	85-89	↓
Faculty of Native Studies	70	70	70	70	70	70	70	70	70	70	→
Nursing	70-75	75-76	74-75	75	74-75	75-78	76-80	78-80	80-83	83.5-85	↑
PER	70-78	70-76	70-78	70-78	74-81	75-80	75-82	75-81	74-82	74-83	↑
Faculté Saint-Jean	70	70	70	70	70	70	70	70	70	70	→
Science	75-80	73-80	71-80	72-80	75-80	76-80	80-85	82-85	82-85	83-85	↑

Source: Office of the Registrar

Note: The Faculty of Education started direct entry admissions in 2012.

³ Direct entry applicants are evaluated for admission based on their Grade 11 averages, a combination of their Grade 11 and Grade 12 averages, or their Final Grade 12 averages. These three average categories are often positively associated with one another, so that an increase in the competitive average in one category often indicates an increase in the competitive average in the other two categories. Competitive Final Grade 12 admission average facilitates year-over-year comparison.

2.5 MEAN ADMISSION AVERAGES, UNDERGRADUATE DIRECT ENTRY

Mean admission average refers to the mean of Final Grade 12 marks among all admitted direct entry applicants in required high school courses. It bears noting that this differs from “admission average,” as students may have been offered admission and scholarships based on earlier grade information.

Among the 10 direct entry faculties, 2016/17 presented the most improvement in admission averages over several past academic years. Mean 2016/17 averages among admitted applicants increased for six faculties relative to the 2015/16 intake. The mean averages were steady for three other faculties but decreased for one faculty. Also relative to 2014/15, mean admission averages increased in 2016/17 for three faculties, were steady for six faculties and decreased for one faculty. Averages increased for seven faculties relative to 2013/14.

The increments observed in mean admission averages indicate an overall improvement in the competitiveness of programs relative to the preceding years. The simultaneous improvement in mean admission averages, competitive averages (Section 2.4) and yield rates (Section 2.3) was a very desirable outcome for 2016/17.

Table 4: Mean Averages among Admitted Applicants (2007 – 2016)

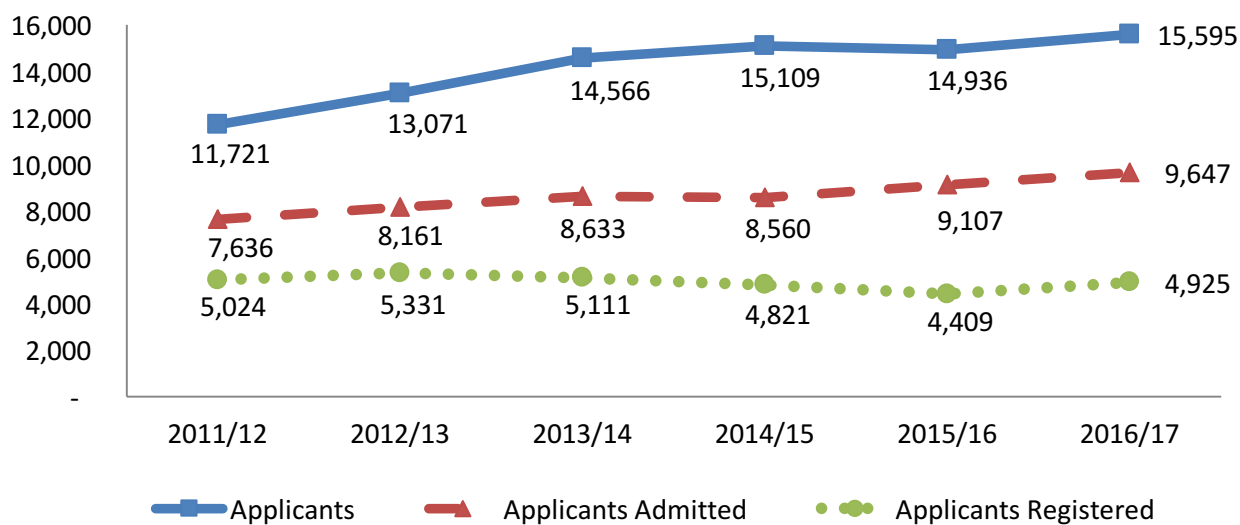
Faculty	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Trend
ALES	79	79	80	81	81	81	83	85	84	83	↓
Arts	81	81	80	80	80	80	81	82	81	82	↑
Augustana	79	79	79	79	79	79	79	80	79	80	↑
Education						79	82	80	80	81	↑
Engineering	87	87	87	87	87	87	89	90	90	90	→
Native Studies	74	75	73	71	74	77	76	75	74	75	↑
Nursing	82	82	82	81	81	82	84	85	86	87	↑
PER	80	80	80	81	82	83	83	84	83	84	↑
Faculté Saint-Jean	80	81	79	80	80	79	80	79	81	81	→
Science	85	84	83	83	84	85	87	88	88	88	→

Source: Office of the Registrar

2.6 APPLICANT YIELD, UNDERGRADUATE DIRECT ENTRY

Direct entry applicant numbers followed the long term increasing trend to reach 15,595 persons in 2016/17, representing 659 and 486 persons over the applicant counts for 2015/16 and 2014/15 respectively. A total of 9,647 (or 62 percent) of the 2016/17 applicants were admitted while a total of 4,925 (or 51 percent) of admitted applicants registered. The 51 percent registration or yield rate is an improvement over the 48 percent yield rate among direct entry admits in the preceding academic year.

Figure 7: Direct Entry Applicant, Admission and Registration Numbers (2011 – 2016)



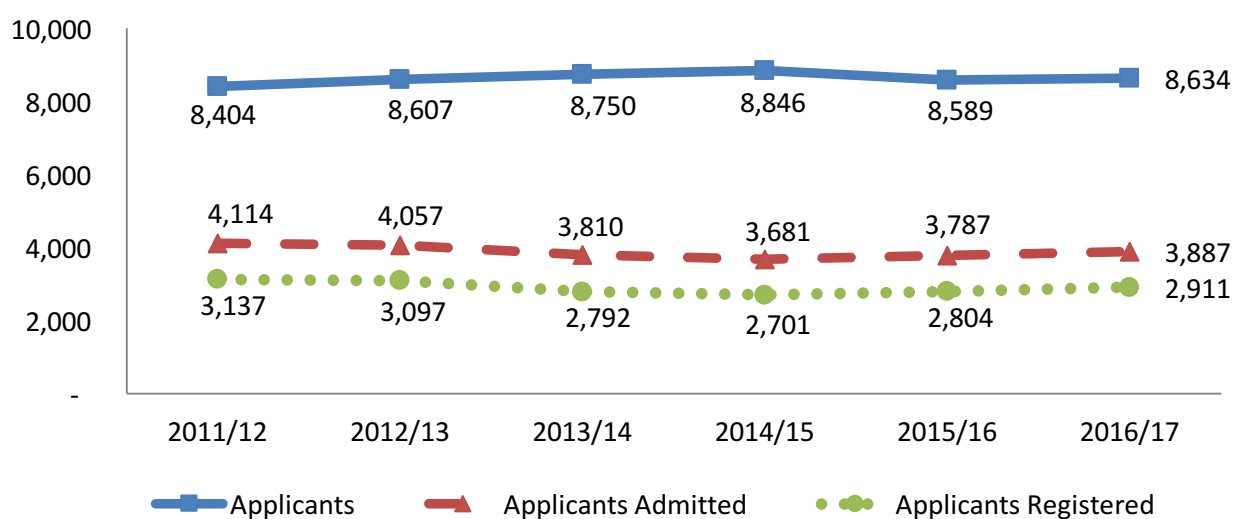
Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report

2.7 APPLICANT YIELD, UNDERGRADUATE POST SECONDARY TRANSFER

In 2016/17 post-secondary applicant numbers reached 8,634, comparable to the preceding academic year. However, admissions increased by a moderate 100 persons and yield increased by 107 persons relative to the preceding year. Both admission and yield rates represented one percentage point increases over the 2015/16 rates.

Unlike direct entry applicant volume which has exhibited a strong growth trend over the years (Section 2.6), the post-secondary applicant curve has remained relatively flat. The steady number of post-secondary applicants suggests that almost all of the 669 person growth in overall applicant numbers (Section 2.1) was due to high school applicants (Section 2.6)⁴.

Figure 8: Post-Secondary Transfer Applicant, Admission and Registration Numbers (2011 – 2016)



Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report

Note: Data in the above chart does NOT include Internal Transfer applicants.

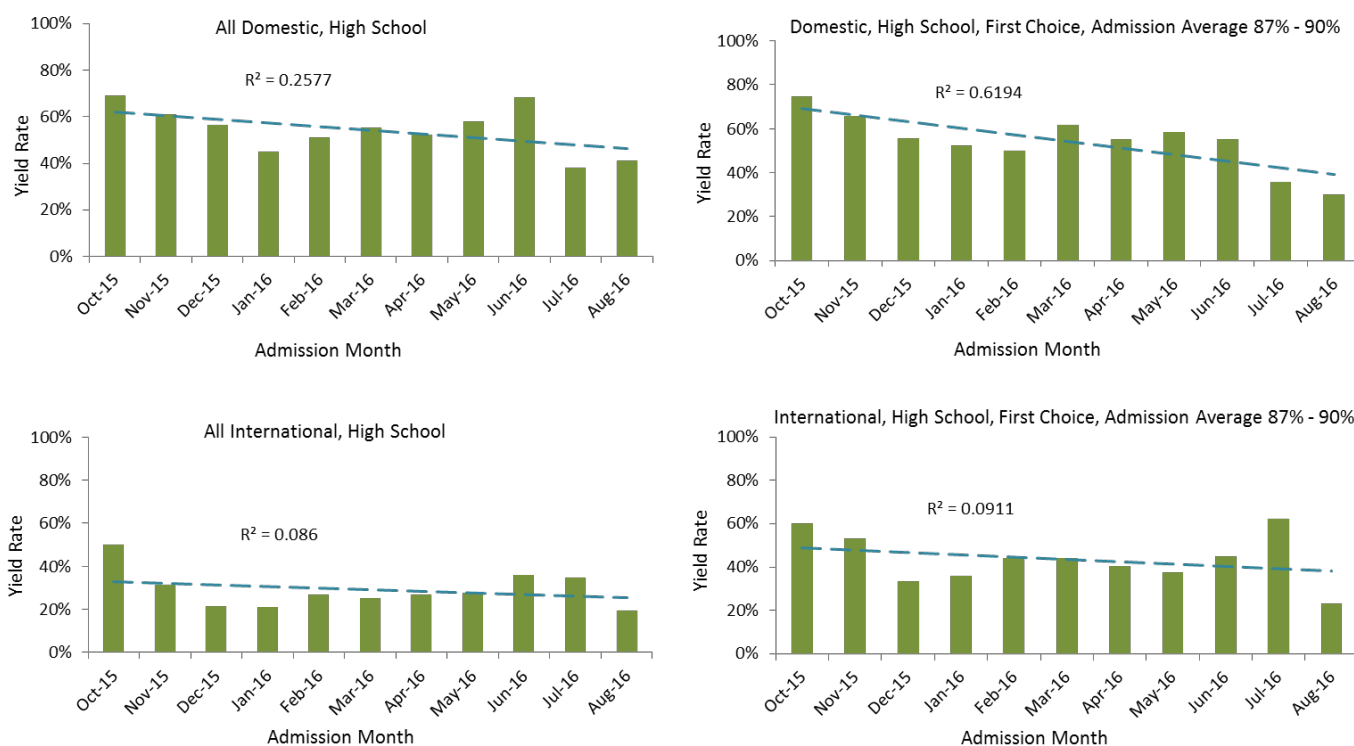
⁴ High school applicants grew by 659 persons, post-secondary applicants grew by 45 persons and internal transfer applicants declined by 35 persons. Internal transfer applicants refer to University of Alberta students applying to change program or faculty; they are not discussed in further detail within this report.

2.8 ADMISSION TIMING AND YIELD RATE, UNDERGRADUATE DIRECT ENTRY

Yield rate—the proportion of admitted applicants who register—is affected by a variety of factors including national status, province of origin, applicant quality, and applicant preferences. A recent UCAS⁵ study by Academica (2016) indicates academic reputation, overall attractiveness of our campuses, as well as distance from the applicant’s home are additional factors influencing an applicant’s choice of institution and program.

The impact of admission timing on yield continues to be of interest. In 2016/17, domestic applicants who were admitted in the early part of the cycle showed higher yield rates than those who were admitted at the later part of the cycle. Admission timing did not have any significant impact on yield among international applicants. The university continues to place a high priority on extending early offers to eligible applicants in an effort to improve the applicant experience.

Figure 9: Yield Rate by Month of Admission among High School Applicants (2016/17 Admission Cycle)



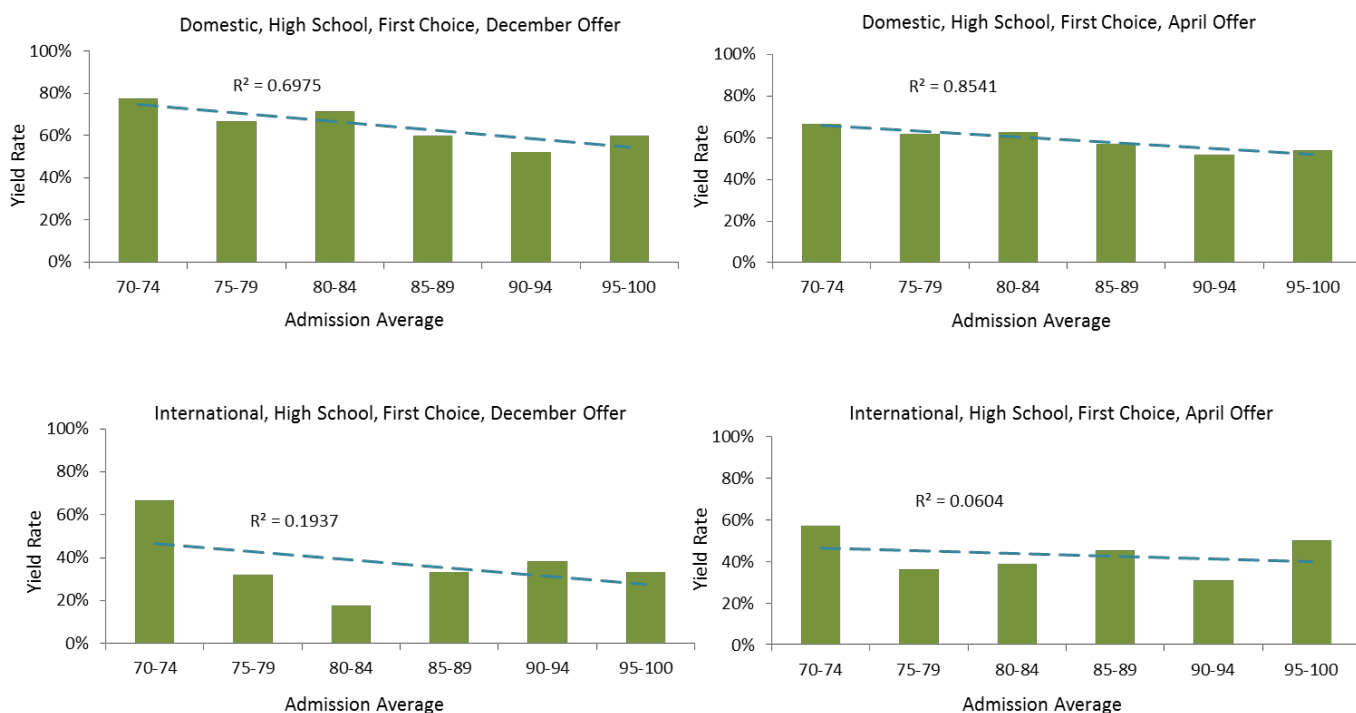
Source: Office of the Registrar

⁵ University of Alberta University/College Applicant Study, 2016, Academica Group

2.9 ADMISSION AVERAGES AND YIELD RATE, UNDERGRADUATE DIRECT ENTRY

For the Fall 2016 enrolment cycle, yield rates were higher among applicants with lower admission averages than among those with higher averages. This negative correlation between applicant admission averages and yield was much like what was observed in the preceding enrolment cycle. Also similar to the preceding cycle, Fall 2016 admission averages had a stronger negative effect on yield than admission timing.

Figure 10: Yield Rate by Admission Average Band among High School Applicants (2015/16 Admission Cycle)



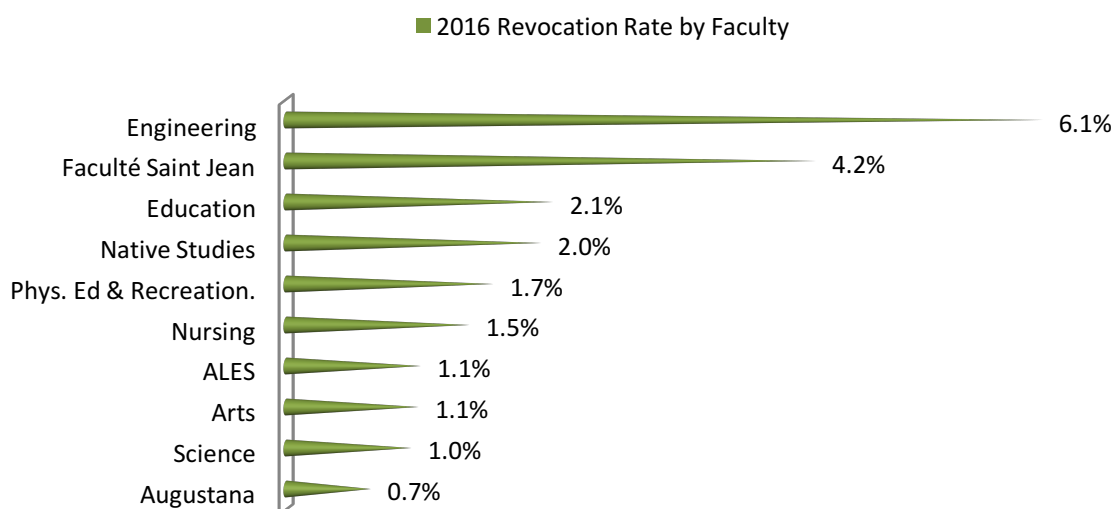
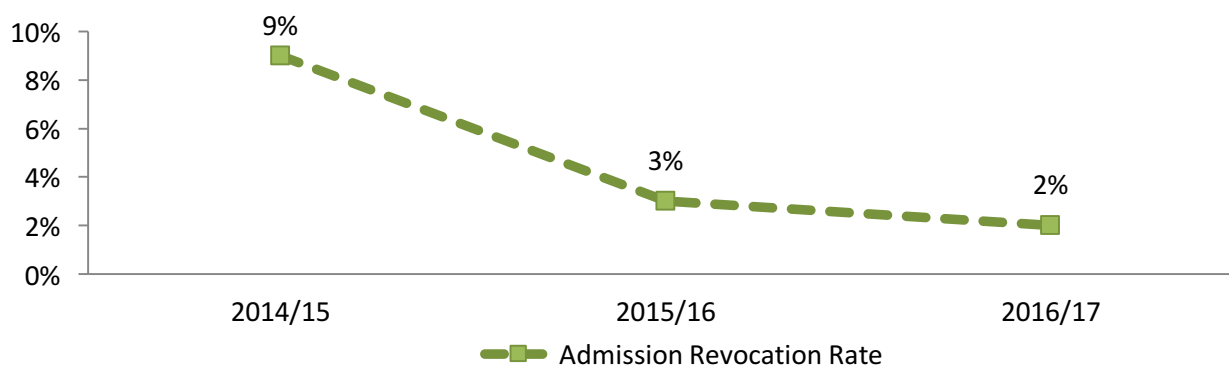
Source: Office of the Registrar

2.10 ADMISSION REVOCATION RATES, UNDERGRADUATE DIRECT ENTRY

Up to and including 2014/15, applicants were offered early conditional admission but were also required to maintain a competitive average in order to retain the offer. Students who did not meet the requirements had their offers revoked. As a result, offer revocation rates had routinely been as high as 15 percent in some faculties. Students with revoked offers previously reported distress about having their offers revoked, particularly when those revocations occurred late in the enrolment cycle, after they had made plans to attend.

Beginning from 2015/16, all faculties except Engineering made a policy change that allowed extension of firm offers of admission by meeting a competitive average based on Grade 11 marks, a combination of Grade 11 and Grade 12, or Final Grade 12 marks. Therefore, overall direct entry revocation rate fell dramatically to three percent in 2015/16, resulting in increased predictability for students. In 2016/17, overall direct entry revocation rate fell even further to 2 percent. Revocation rates vary by faculty - 2016/17 revocation rates ranged from 0.7 percent for Augustana to 6.1 percent for the Faculty of Engineering.

Figure 11: Direct Entry Admission Revocation Rates (2014 - 2016)



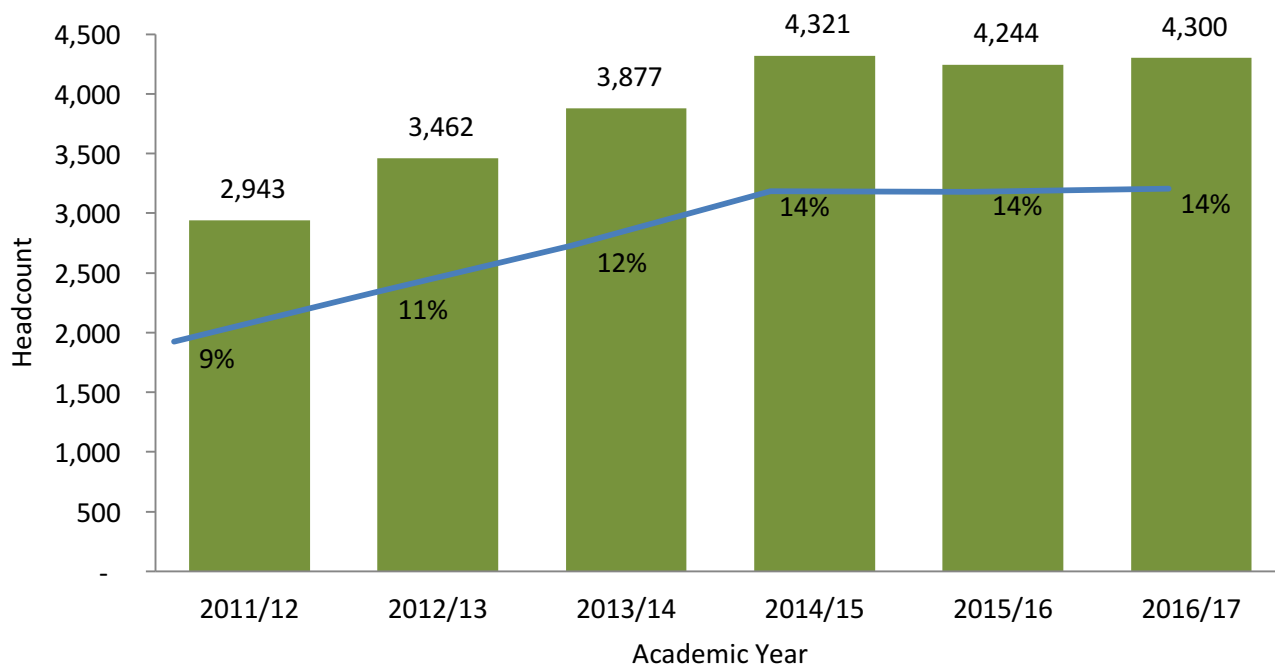
Source: Office of the Registrar

3. INTERNATIONAL UNDERGRADUATE ENROLMENT

3.1 INTERNATIONAL ENROLMENT HEADCOUNT, UNDERGRADUATE

It is the university's goal for international undergraduate enrolment to reach 15 percent of total enrolment. The 2016/17 international undergraduate ratio of 14 percent maintains a steady state from the last two years. Although total new-to-university⁶ international applicants and admission had increased by 400 and 377 persons respectively over the previous enrolment cycle, new international registration only increased by 116 students, while continuing registration among international students decreased by 60. Overall, the simultaneous growth in domestic headcount (Section 4.1) has kept the international ratio steady at 14 percent.

Figure 12: International Enrolment Headcounts and Proportions in Total Enrolment (2011 to 2016)



Source: Office of the Registrar, December 1 REGSTATS Archive

Notes:

1. An international student is an individual who is not a Canadian Citizen or Permanent Resident.
2. Includes Postgraduate Medical and Dental Education.
3. The bar chart indicates total international headcount.
4. The blue line indicates the proportion of total undergraduate enrolment that is contributed by international headcount.

⁶ High school applicants increased by 416. Post-secondary applicants (including previous students) decreased by 16. High school admission increased by 438 while post-secondary admission decreased by 61.

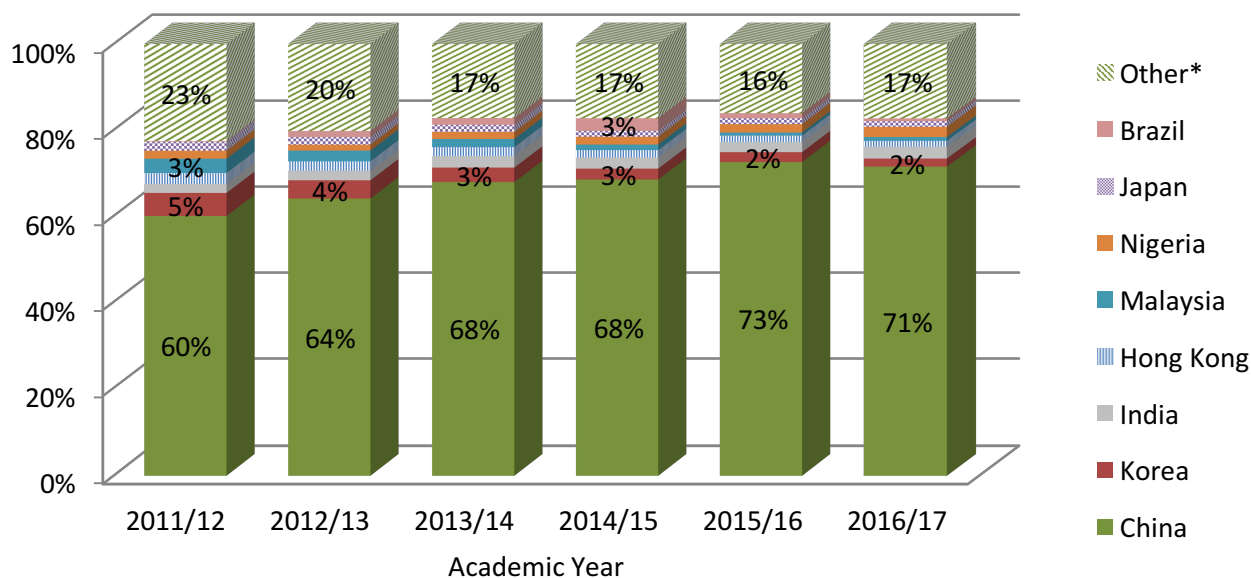
3.2 TOP SOURCE COUNTRIES BY STUDENT CITIZENSHIP, UNDERGRADUATE

At 71 percent of total international undergraduate enrolment, China continues to remain the top citizenship country of our international students. The 71 percent proportion of students with Chinese citizenship represents a 2 percent decrease from previous year. This marks the first time in at least six years that the proportion of students with Chinese citizenship has decreased rather than increased. This shift is in line with the institutional goal of increasing international diversity.

The decrease in the proportion of Chinese citizens can be attributed primarily to small increases in the proportions of citizens from India, Nigeria, Malaysia and Bangladesh.

Another clear trend in citizenship distribution among our international students is the progressive decrease in the proportion of students from the Republic of Korea, falling from 5 percent in 2011/12 down to 2 percent in 2016/17.

Figure 13: Distribution of International Students by Country of Citizenship (2011 to 2016)



Source: Office of the Registrar, December 1 REGSTATS Archive

*Other consists of the remainder 187 international countries with each contributing one percent or less to the international student counts in any specified year.

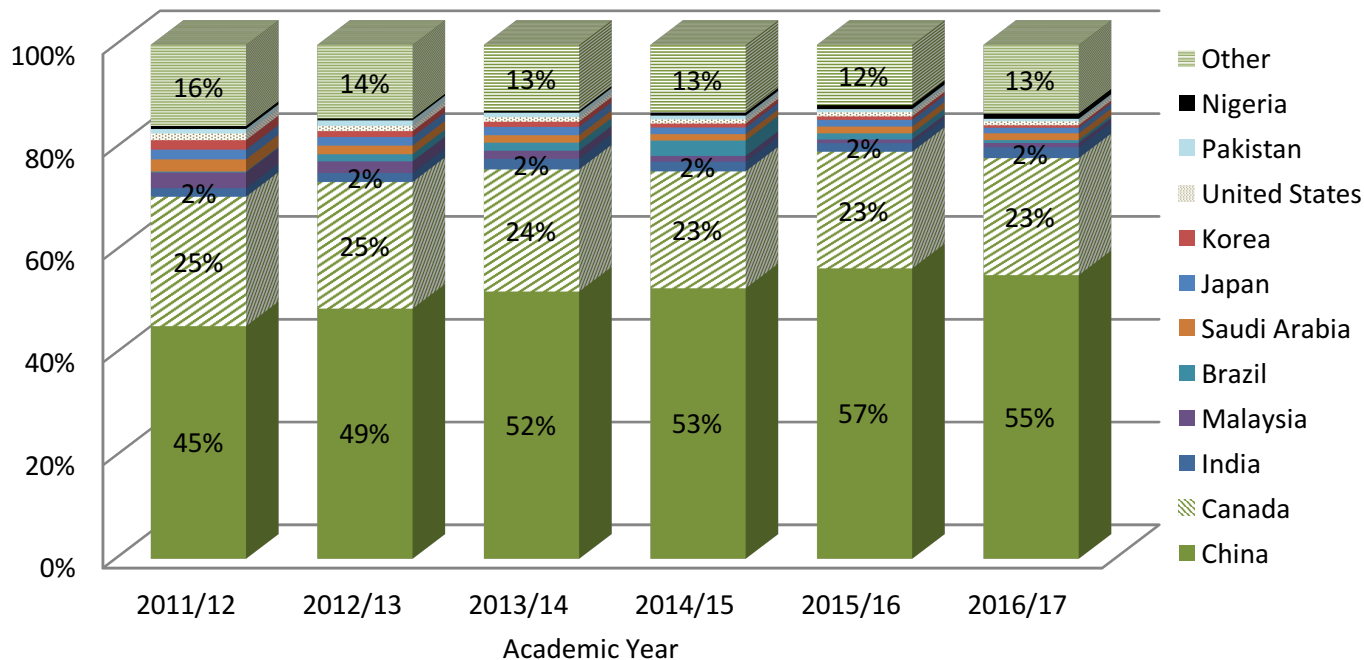
3.3 TOP SOURCE COUNTRIES BY LAST SCHOOL LOCATION, UNDERGRADUATE

For some students, country of citizenship differs from country of last school. China is the last school location for 55 percent of our 2016/17 international undergraduates. Similar to the change observed for country of citizenship, the proportion with last school in China is down 2 percent from 2015/16.

23 percent of our 2016/17 international students came from high schools or other post-secondary institutions in Canada, 2 percent come from India, while roughly 1 percent come from schools in each of Malaysia, Brazil, Saudi Arabia, Japan and Nigeria.

Similar to the trend observed for citizenship (Section 3.2), both the number and proportion of international student enrolling from schools in the Republic of Korea have declined progressively over the last five years, from 54 students (or 1.8 percent) in 2011/12 to 21 students (or 0.5 percent) in 2016/17. Conversely, the number and proportions of international students from schools in Nigeria have increased over the last four years from 13 students (0.38 percent) in 2012/13 to 44 students (or one percent) in 2016/17.

Figure 14: Distribution of International Students by Last School Location (2011 to 2016)

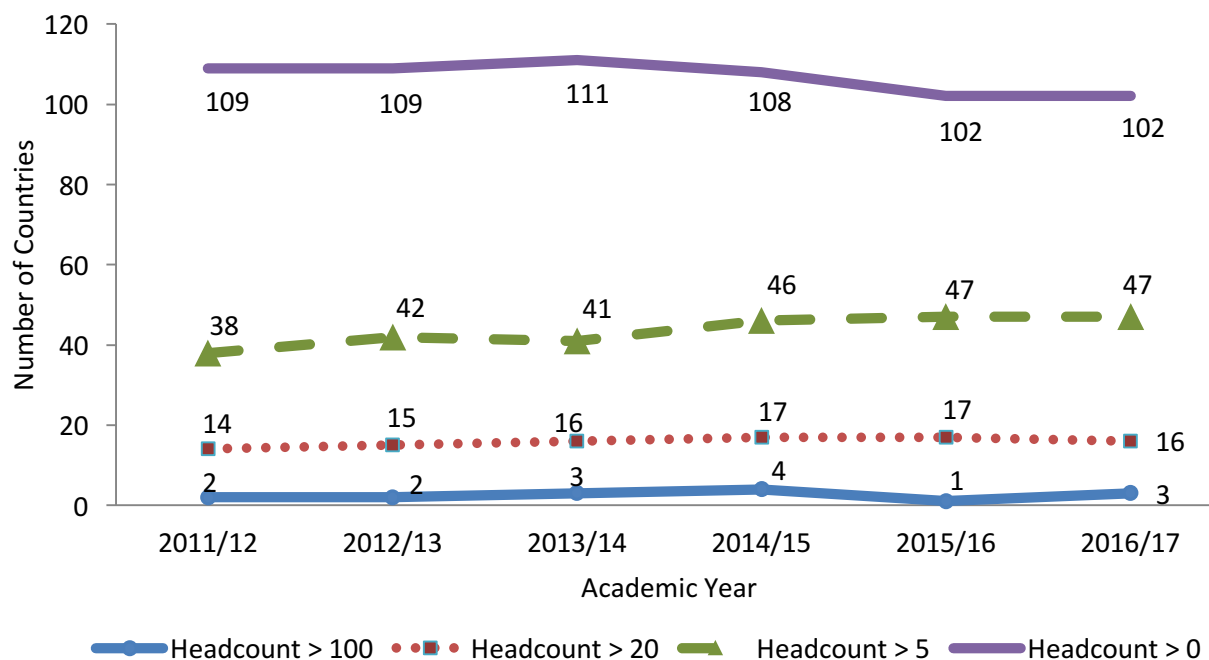


Source: Office of the Registrar, December 1 REGSTATS Archive

3.4 INTERNATIONAL DIVERSITY, UNDERGRADUATE ENROLMENT

Between 2013/14 and 2015/16, the number of countries reflected in the citizenship of our international undergraduate students had declined from 111 to 102. This decline did not occur in 2016/17 as a total of 102 countries are represented in the university's 2016/17 international undergraduate enrolment. A total of 47 countries have at least 5 students within the international undergraduate population while 16 countries have at least 20 students. There are 3 countries (China, India and Nigeria) with 100 or more students within the international undergraduate headcount for 2016/17. These statistics are specific to international students alone. They do not capture domestic students or dual citizenship both of which would increase the number of countries represented in our overall undergraduate population.

Figure 15: Number of Country Citizenship in International Student Headcount (2011 to 2016)



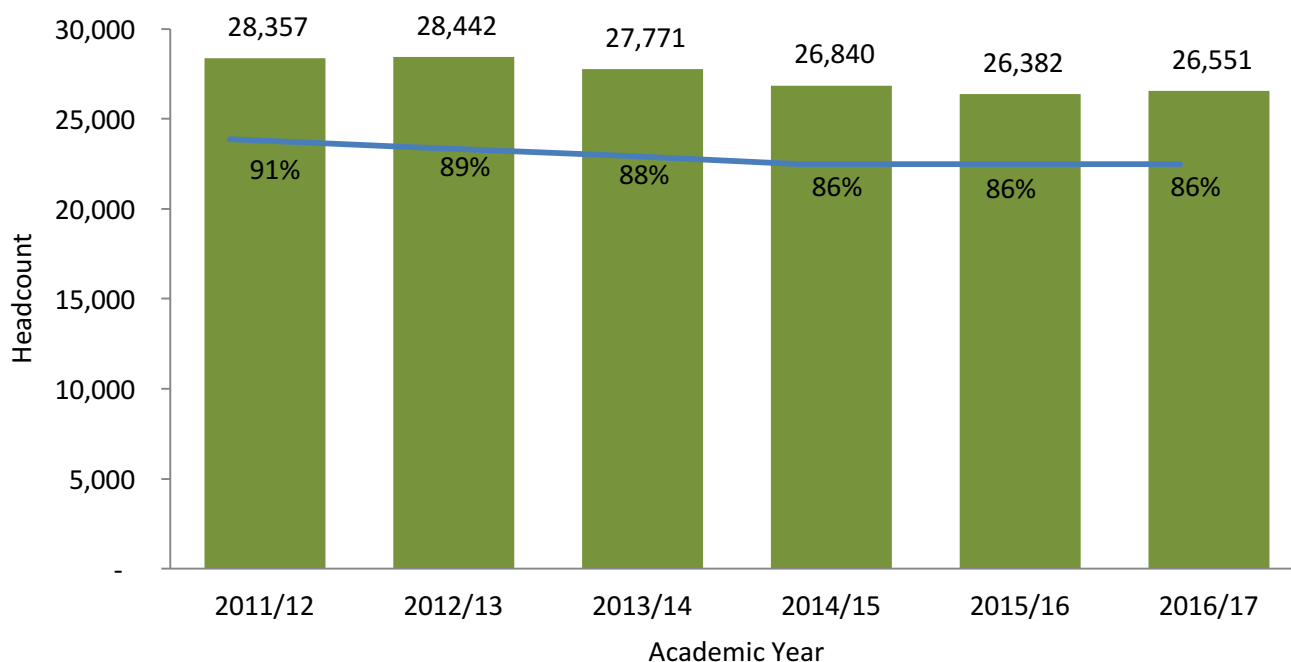
Source: Office of the Registrar, December 1 REGSTATS Archive

4. DOMESTIC UNDERGRADUATE ENROLMENT

4.1 DOMESTIC HEADCOUNTS AND RATIOS, UNDERGRADUATE

As with international headcount the number of domestic undergraduates decreased mildly between 2014/15 and 2015/16 due to a decline in applicant numbers (Section 2.1). With the recovery of applicant numbers to 2014/15 level, domestic enrolment in 2016/17 has also recovered and is closer to 2014/15 enrolment numbers. The simultaneous growth in both domestic and international headcount means that the proportional mix of students by national status has not changed. The ratio of domestic headcount in total undergraduate enrolment remains steady at 86 percent.

Figure 16: Domestic Enrolment Headcounts and Proportions in Total Enrolment (2011 to 2016)



Source: Office of the Registrar, December 1 REGSTATS Archive

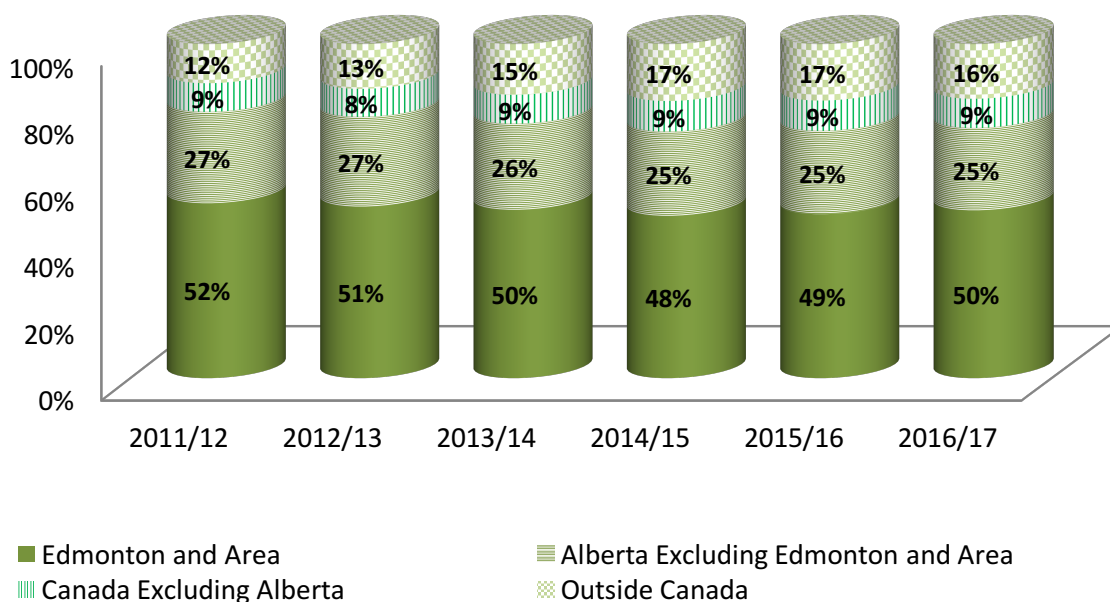
Notes:

1. Includes Postgraduate Medical and Dental Education.
2. The bar chart indicates total domestic headcount.
3. The blue line indicates the proportion of total undergraduate enrolment that is contributed by the total domestic headcount.

4.2 ORIGIN AT TIME OF APPLICATION, UNDERGRADUATE

Based on their permanent home addresses, 50 percent of our undergraduate students came from Edmonton and surrounding areas in 2016/17, a one percent increase from 2015/16. Over the past 3 years, the rest of Alberta has contributed 25 percent, while the rest of Canada contributed 9 percent to our total undergraduate enrolment. In 2016/17, regions outside of Canada contributed 16 percent of the university's undergraduate population. Students coming from outside of Canada are not always international as they may be Canadian citizens or permanent residents. In the same way, students originating from within Canada are not always domestic.

Figure 17: Distribution of Undergraduate Students by Permanent Home Address at Time of Application (2011 to 2016)



Source: Office of the Registrar, December 1 REGSTATS Archive

Notes:

1. Includes Postgraduate Medical and Dental Education.
2. Edmonton and Surrounding Areas include Edmonton, Sherwood Park, St. Albert, Spruce Grove, Leduc, Fort Saskatchewan, Stony Plain and Beaumont.
3. Outside Canada percentages listed do not equate to the University's undergraduate international enrolment. Students listing an address outside of Canada may be study-permit students, Canadian citizens, or Permanent Residents.
4. The ratios shown for 2012/13 and 2014/15 do not add up to 100 percent due to rounding.

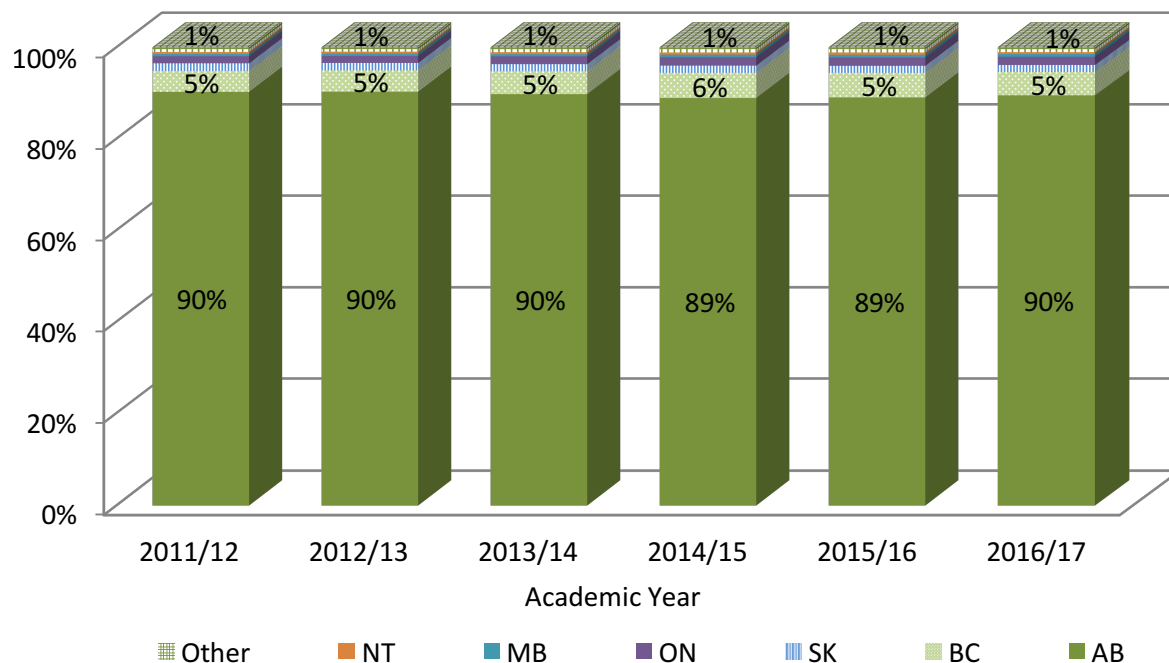
4.3 PROVINCE OF HOME ADDRESS AT TIME OF APPLICATION, UNDERGRADUATE

As explained in Section 4.2, students with permanent home address outside of Canada constitute 16 percent of all undergraduates while those from within Canada make up the remainder 84 percent. Among those who originate from within Canada, 90 percent came from Alberta in 2016/17 representing a one percent increase from the proportions in 2015/16 and 2014/15.

British Columbia remains the second largest source of students coming from within Canada. The proportion from BC was 5 percent in each of 2015/16 and 2016/17 while Saskatchewan and Ontario have each contributed 2 percent over the past several years.

One of the tactics to support our Institutional Strategic Plan, *For the Public Good*, is a national recruitment strategy that is expected to increase diversity among the students we source within Canada, be they domestic or international.

Figure 18: Province of Origin among Students with Permanent Home Addresses in Canada.



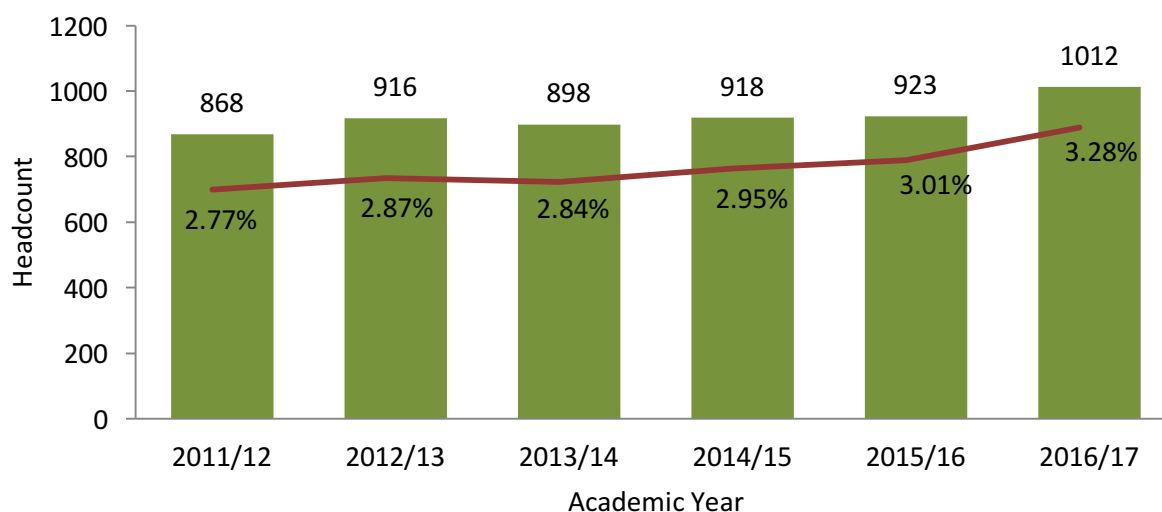
Source: Office of the Registrar, December 1 REGSTATS Archive

4.4 TOTAL ABORIGINAL ENROLMENT HEADCOUNT, UNDERGRADUATE

The university's data on Aboriginal enrolment is based on student self-identification and is likely underreported. Based on the number of self-identified students, total Aboriginal enrolment increased by 89 headcount from the preceding academic year, reaching 1,012 students in 2016/17. The percent of Aboriginal enrolment in total headcount also increased from 3.01 percent to 3.28 percent. With respect to domestic students only, Aboriginal headcount constitutes 3.8 percent.

From the *University Calendar*, "The university recognizes that Aboriginal applicants have traditionally been under represented in higher education and strives towards having the university's Aboriginal student population attain a level that is at least proportionate to the Aboriginal population of the province."⁷ Statistics Canada National Household Survey of 2011 indicated that Aboriginal people comprise 6.2 percent of Alberta's population. Our Institutional Strategic Plan, *For the Public Good*, echoes this commitment to engage Indigenous students and nations, with a specific strategy⁸ dedicated to developing and implementing an undergraduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada.

Figure 19: Aboriginal Enrolment Headcounts and Proportions in Total Enrolment (2011 to 2016)



Source: Office of the Registrar, December 1 REGSTATS Archive

Note: Includes Postgraduate Medical and Dental Education.

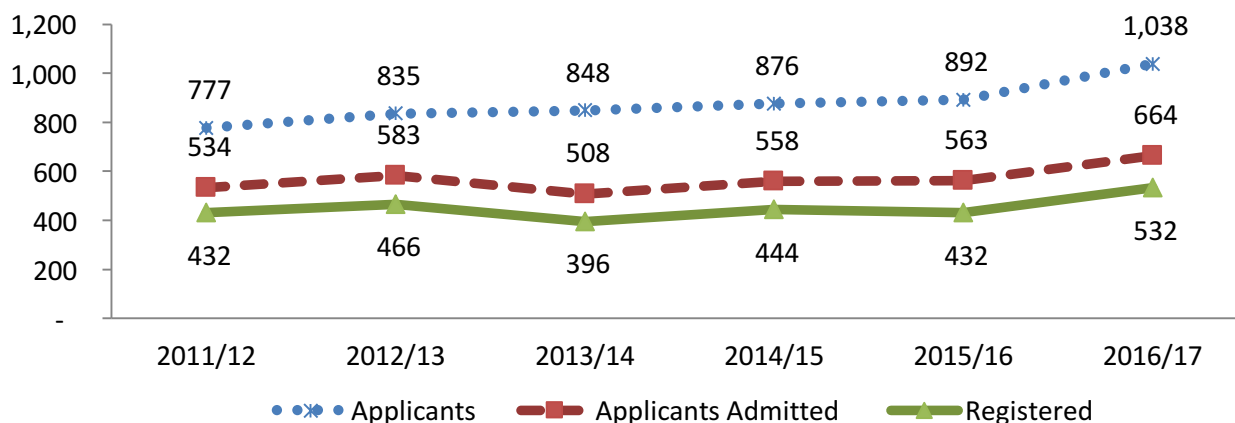
⁷ 2016 – 17 *University Calendar* > uab.ca/calendar > Undergraduate Admission > General Admission Requirements > [Admission of Aboriginal Applicants](#)

⁸ University of Alberta Institutional Strategic Plan *For the Public Good* > [Build > Objective 1 > Strategy 2](#)

4.5 ABORIGINAL APPLICATION AND REGISTRATION TRENDS, UNDERGRADUATE

2016/17 saw a rise in the number of Aboriginal applicants. Admission and registration numbers among Aboriginal applicants also increased. Figure 20 shows the total application and admission among Aboriginal applicants including already enrolled students who applied to change programs. Total applicants increased from 892 in 2015/16 to 1,038 in 2016/17. A total of 664 persons (or 64 percent) of the applicants were admitted in 2016/17.

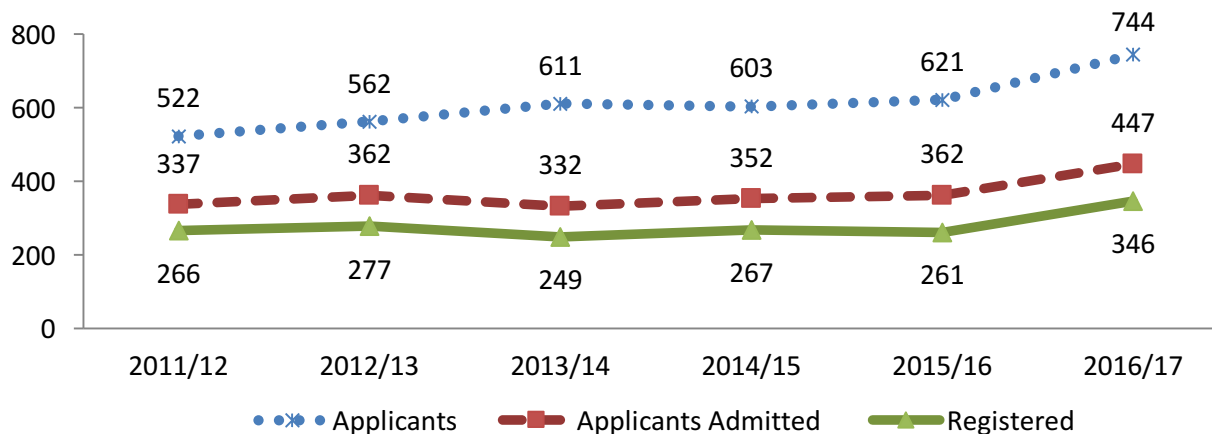
Figure 20: Total Aboriginal Applicants, Admission and Registration (2011 to 2016)



Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report

Figure 21 shows the data for only new-to-university Aboriginal applicants. The number of new applicants increased from 621 in 2015/16 to 744 in 2016/17, representing the largest yearly increase in new Aboriginal applicants since 2013. A total of 447 new-to-university Aboriginal applicants were admitted in 2016/17, indicating an admission rate (60 percent) that is larger than the overall undergraduate admission rate (56 percent) among all new-to-university applicants.

Figure 21: New- to- University Aboriginal Applicants, Admission and Registration (2011 to 2016)



Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report

5. RETENTION AND COMPLETION RATES

5.1 STUDENT RETENTION, YEAR 1 TO YEAR 2, UNDERGRADUATE

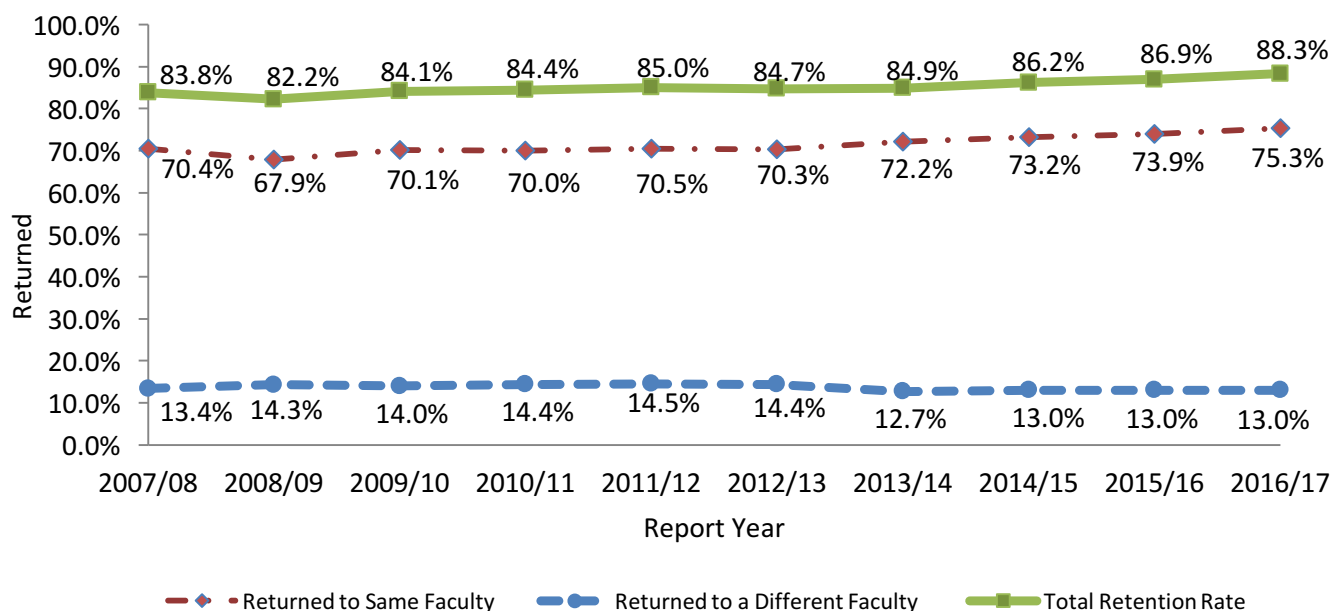
Retention rate among Year 1 to Year 2 undergraduates is the proportion of first-year undergraduate students who continue to their second year of study, either returning to the same faculty as their first year or transferring to a different faculty. The proportion of our first-year undergraduates who return to same faculty has grown steadily over the past eight years from 67.9 percent in 2008/09 to 73.9 percent in 2015/16. In the 2016/17, 75.3 percent of those who started their studies in the university in 2015/16 returned to their first-year faculty to continue in their program.

Simultaneously, the rate of transfer to a different faculty after the first year of study followed an overall downward trend from 14.5 percent in 2011/12 to 13 percent in 2014/15 and has remained steady at 13 percent in 2016/17. In other words, 13 percent of those who started their studies in the university in 2015/16 returned to continue in a different program in 2016/17.

The overall retention rate comprised of those who returned to their previous faculty and those who transferred to a different faculty. The overall first-year undergraduate retention rate has increased gradually during over the years, from 82.2 percent in 2008/09 to 86.9 percent in 2015/16. In 2016/17 this long term increasing trend was sustained with retention reaching a ten year high of 88.3 percent.

The continuous growth in first-year undergraduate retention rate indicates a steady decrease in the proportion of students who drop out or transfer to other universities. In 2016/17, about a third of the students withdrawing from the university were required to withdraw, the others dropped out (or transferred out) voluntarily.

Figure 22: Proportions of First-Year Undergraduates who Returned for their Second Year of Study (2007 to 2016)



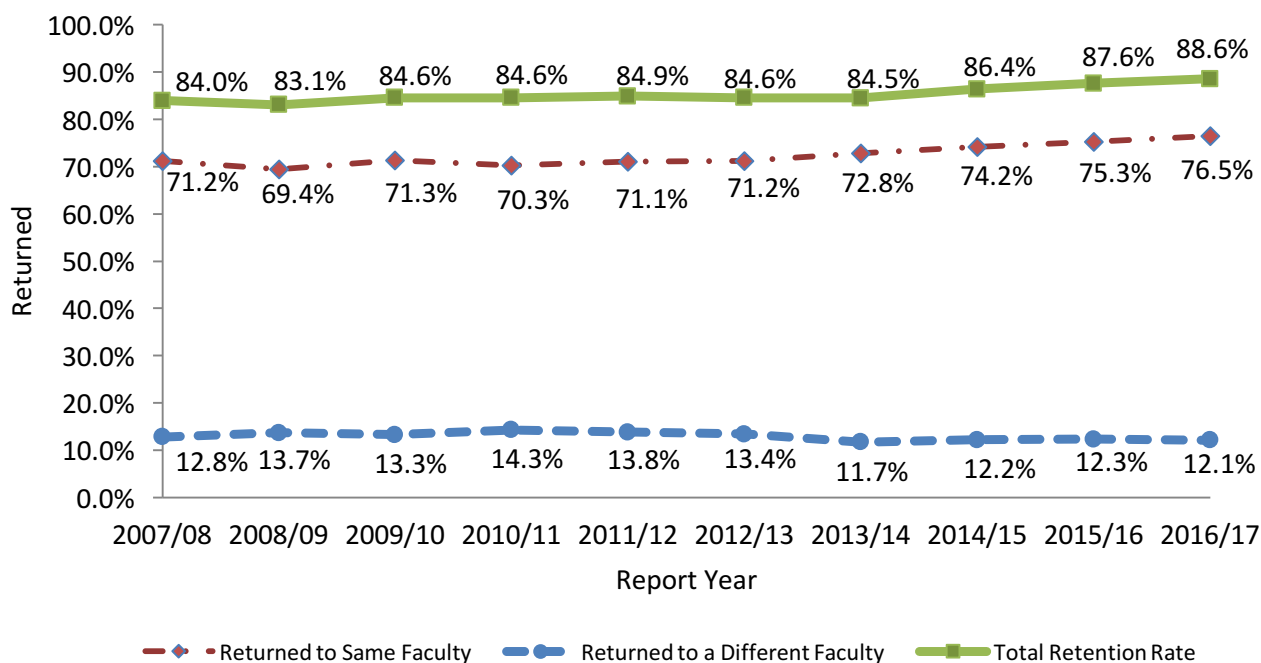
Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Retention Rates Table

5.2 STUDENT RETENTION, YEAR 1 TO YEAR 2, DOMESTIC UNDERGRADUATE

The trend in the first-year retention rate among domestic undergraduate students is much similar to that of the overall first-year population as shown in Section 5.1. The total first-year retention rate among domestic students grew at a moderate yearly rate between 2008/09 and 2013/14, but has exhibited a much stronger growth since 2013/14, reaching a ten year high of 88.6 percent in 2016/17.

Among the domestic first-year students returning to the university, an increasingly higher proportion have returned in each year to their first-year faculty since 2011/12. In 2016/17, 76.5 percent of those who were registered for the first time in 2015/16 returned to continue in their first-year faculty, only 12.1 percent returned to a different faculty.

Figure 23: Proportions of First-Year Domestic Undergraduates who Returned for their Second Year of Study (2007 to 2016)



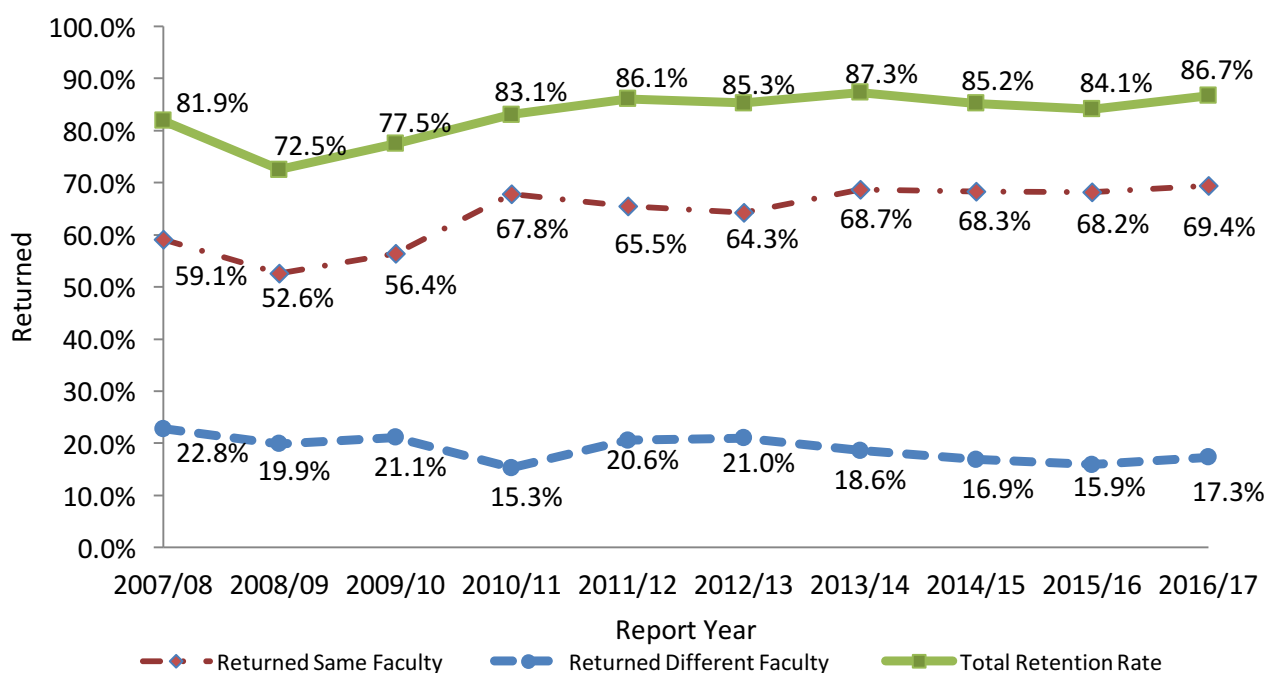
Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Retention Rates Table

5.3 STUDENT RETENTION, YEAR 1 TO YEAR 2, INTERNATIONAL UNDERGRADUATE

Unlike domestic first-year undergraduates as discussed in Section 5.2, retention rate among international first-year undergraduates has not followed as consistent a growth path over the past 10 years. Overall international first-year retention rate had grown steadily from 72.5 percent to 86.1 percent between 2008/09 and 2011/12 but have mostly showed year over year declines since 2011/12, reaching 84.1 percent in 2015/16. The declining trend seems to have reversed in the current academic year with first-year international undergraduate retention observed at 86.7 percent in 2016/17, indicating a solid gain over 2015/16.

The overall 2016/17 first-year retention rate among international students comprised of 69.4 percent returning to their previous faculty and 17.3 percent returning to a different faculty.

Figure 24: Proportions of First-Year International Undergraduates who Returned for their Second Year of Study (2007 to 2016)

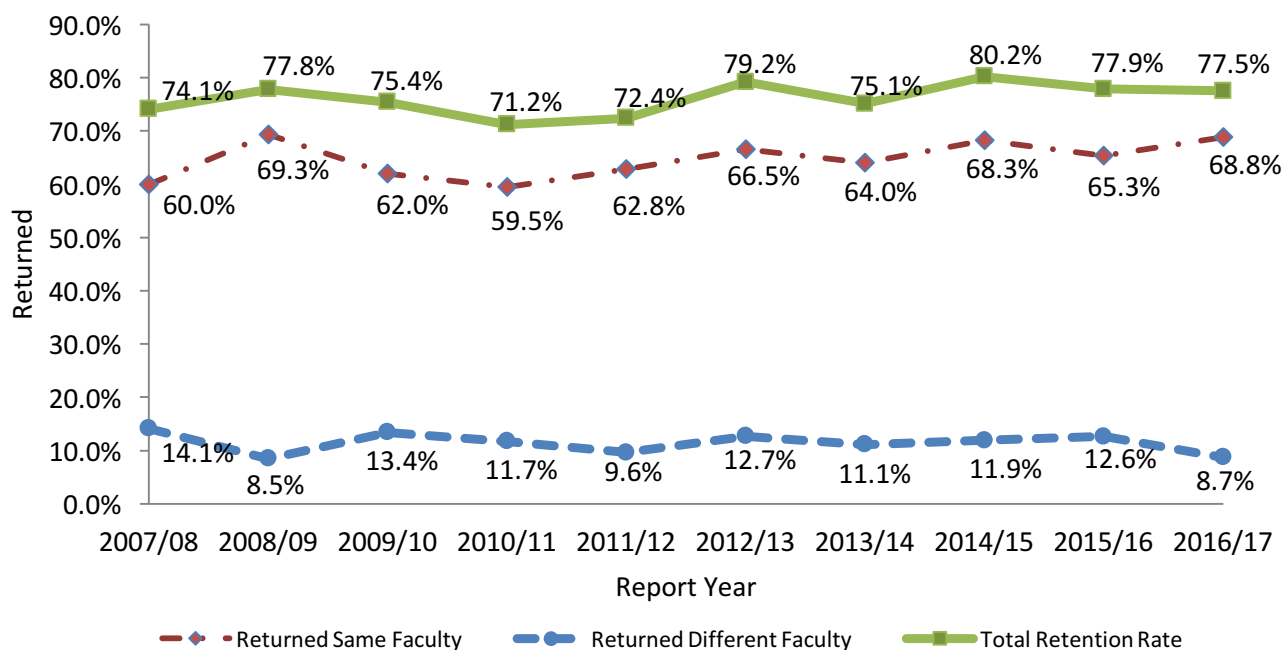


Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Retention Rates Table

5.4 STUDENT RETENTION, YEAR 1 TO YEAR 2, ABORIGINAL UNDERGRADUATE

Data on Aboriginal students is based on self-identification. As more Aboriginal students self-identify by the year, their records are updated retroactively. Therefore, the Aboriginal data shown for previous years within the current report differ from those shown in earlier reports. Based on the number of students who have self-identified at the time of this report, retention rate among first-year Aboriginal undergraduates has fluctuated within the range of 71.2 percent and 80.2 percent over the past ten academic years. The 2016/17 retention rate is 77.5 percent constituted by 68.8 percent returning to their first-year faculty and 8.7 percent transferring to a different faculty.

Figure 25: Proportions of First-Year Aboriginal Undergraduates who Returned for their Second Year of Study (2007 to 2016)

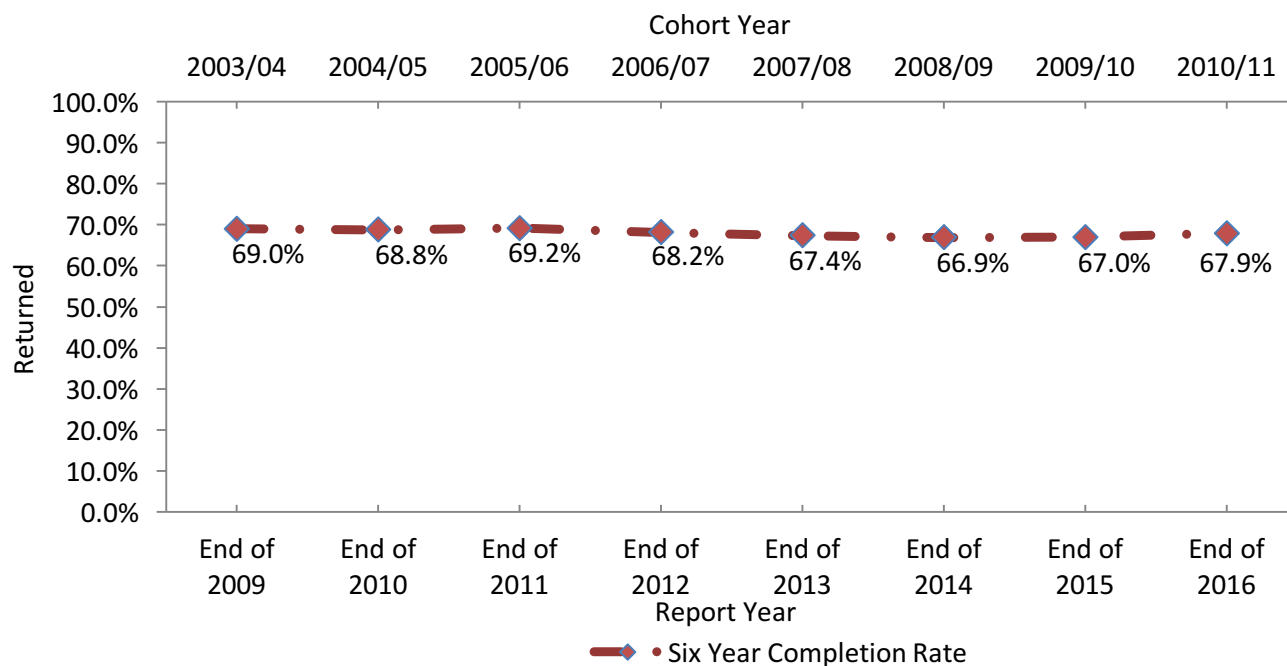


Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Retention Rates Table

5.5 SIX-YEAR PROGRAM COMPLETION RATES, UNDERGRADUATE DIRECT ENTRY

Over the past seven years, between 66.9 and 69.2 percent of the direct entry undergraduate students have successfully graduated from the university within six years or less from the time they were first admitted. Six-year completion rate in 2016 is 67.9 percent representing a moderate improvement over those of the past three years.

Figure 26: Proportion of Yearly Cohorts who Graduate within Six Years of First Admission to a Direct Entry Undergraduate Program



Source: Strategic Analysis and Data Warehousing, Acorn Institutional Data Warehouse

Notes:

1. The cohort for each year comprises students with first admission to a direct entry undergraduate program. This excludes transfer students.
2. The students in each cohort who graduated from the university in any undergraduate program, within six years, are defined as completers.

OUTLINE OF ISSUE
Advice, Discussion, Information Item

Agenda Title: **Annual Report on Graduate Enrolment 2016/17**

Item

Proposed by	Heather Zwicker, Interim Vice-Provost and Dean, FGSR
Presenter	Heather Zwicker, Interim Vice-Provost and Dean, FGSR

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the item is (please be specific)	To discuss the 2016/17 report on graduate enrolment. Provides the institution with graduate enrolment information for awareness and to aid in future planning.
Timeline/Implementation Date	N/A
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity) <For further information see the link posted on the Governance Toolkit section Student Participation Protocol >	GFC Executive Committee – January 16, 2017 (for information) Faculty of Graduate Studies & Research Council – January 18, 2017 Vice Provosts Council – January 16, 2017 Academic Planning Committee - January 18, 2017 President’s Executive Committee - Operations – January 26, 2017 General Faculties Council – January 30, 2017 (for information) Deans’ Council – February 1, 2017 Board Learning and Discovery Committee – February 27, 2017 Board of Governors – March 17, 2017 (for information) President’s Advisory Committee of Chairs – March 21, 2017
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Alignment/Compliance

Alignment with Guiding Documents	Institutional Strategic Plan - <i>For the Public Good</i> , and Comprehensive Institutional Plan
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p>1. Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)).</p> <p>2. General Faculties Council Terms of Reference (Mandate): “[...] The issues which remain with GFC or which would be referred by a Standing Committee to GFC would generally be in the nature of the following: • high level strategic and stewardship policy issues or matters of significant risk to the University;[...]”</p> <p>GFC has powers under the PSLA to “make recommendations to the board with respect to affiliation with other institutions, academic planning, campus planning, a building program, the budget, the regulation of residences and dining halls, procedures in</p>

Item No. 17B

respect of appointments, promotions, salaries, tenure and dismissals, and any other matters considered by the general faculties council to be of interest to the university [...] [PSLA Section 26(1)(o)]” and to “determine standards and policies respective the admission of persons to the university as students[.] [PSLA Section 26(1)(n)]”

3. GFC Executive Committee Terms of Reference

“Agendas of General Faculties Council

GFC has delegated to the Executive Committee the authority to decide which items are placed on a GFC Agenda, and the order in which those agenda items appear on each GFC agenda.

When ordering items, the GFC Executive Committee will be mindful of any matters that are of particular concern to students during March and April so that the student leaders who bring those items forward are able to address these items at GFC before their terms end. (EXEC 06 NOV 2006)

When recommendations are forwarded to General Faculties Council from APC, the role of the Executive shall be to decide the order in which items should be considered by GFC. The Executive Committee is responsible for providing general advice to the Chair about proposals being forwarded from APC to GFC. ”

4. GFC Academic Planning Committee Terms of Reference (Mandate):

“APC is responsible for making recommendations to GFC and/or to the Board of Governors concerning policy matters and action matters with respect to the following: [...]”

3. Enrollment and Planning

a. To recommend to GFC on University-wide enrolment targets for undergraduate and graduate students.

b. To recommend to GFC on enrollment management processes, including the establishment of new quotas for individual Faculties and programs. [...]”

5. Board Learning and Discovery Committee Terms of Reference (Mandate):

“Except as provided in paragraph 4 hereof and in the Board’s General Committee Terms of Reference, the Committee shall, in accordance with the Committee’s responsibilities with powers granted under the Post-Secondary Learning Act, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the “GFC”), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board.

Without limiting the generality of the foregoing the Committee shall:

a. receive and approve initiatives related to the overall academic mission and related plans and policies of the University; [...]

d. review and approve the establishment, modification and removal of

	enrolment quotas and annually review such quotas[.][...]"
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Attachments:

1. Attachment 1: Annual Report on Graduate Enrolment 2016/17

Prepared by: Dr Heather Zwicker, Interim Vice-Provost and Dean, Faculty of Graduate Studies and Research, hzwicker@ualberta.ca



UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE
STUDIES & RESEARCH

Graduate Student Enrolment Report

2016-17



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Message from the Interim Vice-Provost and Dean, Faculty of Graduate Studies and Research (FGSR)

It is a pleasure to present the second annual report on graduate enrolment at the University of Alberta. Our 7,300 graduate students work in over 300 research areas with 250 official specializations. Recruitment, admission and enrolment are highly decentralized, and the graduate student body is rich in diversity. One third of our graduate students are international, compared to 14% of our undergraduate population. Half self-identify as members of a visible minority group (Black, East Asian, South Asian, Southeast Asian, West Asian, Latin American or Mixed Origin), according to the 2016 Canadian Graduate and Professional Student Survey, and an additional 3.7% self-identify as Aboriginal.¹ Just over half of our graduate students are married (41.4% of respondents) or living with a domestic partner (11.2%). One quarter of University of Alberta graduate students (25.8%) have at least one child. The age distribution is also worth noting:

21-25	19.3%
26-30	35.5%
31-35	21.6%
36-40	9.0%
41-45	6.1%
45 +	8.5%

There is clearly no such thing as a “typical graduate student.”

Generalizing across such a demographically and academically differentiated landscape is risky – and yet the data here reaffirm the quality of our students (who consistently show high admission GPAs) and the strength of our supervision (time to completion is stable, and the attrition rate is low by comparison with our peers, and improving).

We are seeing three distinct enrolment trends at play. After reaching a historic high of over 3,000 in 2012, doctoral enrolments are decreasing. We still have more PhD students than we had in 2007, before the numbers began to climb, but we are approaching that level again. Thesis-based Master’s enrolments are more or less stable, with last year’s low appearing anomalous. The real story here is course-based Master’s, which continue to surge. The University of Alberta now has nearly 50% more course-based Master’s students than we had a decade ago. Of particular note, these programs are favoured by international students (who continue to complete their degrees more quickly than domestic students) and by women, who now outmatch men by a factor of nearly 2:1 in course-based streams. Women are also edging closer to 50% of doctoral enrolments, and maintaining parity with men in thesis-based Master’s programs.

There are some significant changes to this year’s report. First, 2016 is a year of restatement. In last year’s graduate enrolment report we relied on both FGSR statistics and those from the Office of Strategic Analysis data warehouse. In order to ensure that this report is sustainable in the future, we have made the decision to rely solely on data from the Office of Strategic Analysis. In some cases, these figures differ from those that were held in the FGSR Statistics database we used for more historical comparisons last year. This decision has resulted in some differences between the 2015-16 and 2016-17 reports, particularly in reporting time to

¹ The Canadian Graduate and Professional Student Survey is a triennial, nation-wide survey. The 2016 response rate for the University of Alberta was 25.0%. Of respondents, 59.2% were female and 40.8% were male; 61.1% were Canadian, 8.5% Permanent Residents, and 30.4% indicated international status.

completion and rate of completion. We are confident that restating these figures now will ensure accurate long-term comparisons in years to come.

The second change in this report is the inclusion of new data. In response to requests from readers of last year's report, we have provided undergraduate to graduate student ratios and graduate student to professor ratios broken down by Faculty. Most importantly, we have included some U15 comparator data. As readers may be aware these data come from a data sharing agreement and, while there is significant effort made by consortium members to ensure that the information provided is complete and comparable, we do not control the sources of this information. Finding up to date, inclusive and reliable comparator data in the graduate area remains a challenge. Readers may be interested to know that the Council of Graduate Schools, the US-based organization, will be launching a Canadian enrolment data reporting project in January 2017.

By way of a minor note, in addition to students in doctoral and master's students, we do have a small number of students in other categories. These include qualifying, visiting and probationary students as well as people registered in post baccalaureate certificates or postgraduate diplomas. The total number of such students is small and thus we have only specifically reported on them in the categories where it makes sense to do so. Similarly, a small number of students (73 total for the past 10 years, 23 in the period from 2012 to 2016) have the Faculty of Graduate Studies and Research listed as their home department. These individuals are included in total numbers of graduate students, but are not reported in Faculty-by-Faculty analyses.

FGSR welcomes the opportunity to be a key partner in strategic enrolment management and presents this report with great pride in our students, our supervisors and our programs. I appreciate the contributions of Cristiana Caramihai, Amy Dambrowitz, Gurpinder Gandhara, Denise Giles and Deborah Williams. I accept responsibility for any shortcomings.

Heather Zwicker, PhD
Interim Vice-Provost and Dean, Faculty of Graduate Studies and Research
6 January 2017

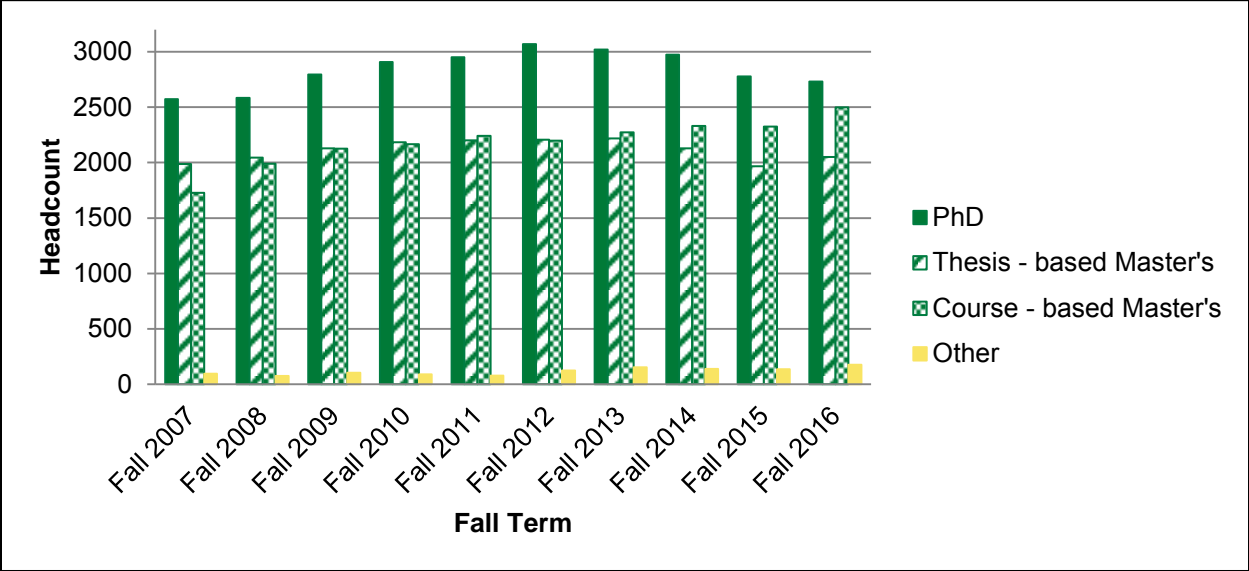
1. Enrolment

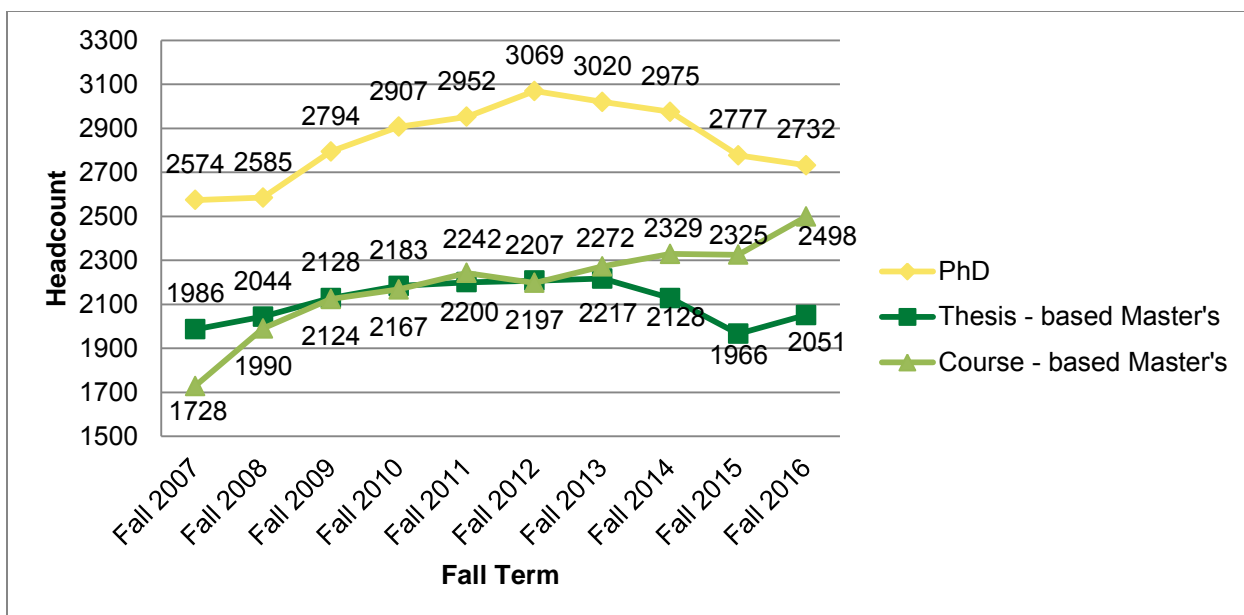
In this section, all numbers are the standard December 1st headcounts, as reported to Statistics Canada and the Government of Alberta. It is worth noting that this enrolment figure is a point-in-time snapshot, and does not show the total number of graduate students who have been on campus at various points during the year. December 1st headcounts are a snapshot of the Fall Term registrations only.

Variation in graduate enrolment from one academic year to the next is due to three independent factors. The number increases by the total number of **new registrations**, and it decreases by the number of those leaving, through **convocation** or through **attrition** (see section 3). As an aggregate measure, enrolment variations have to be understood with reference to the changes in these three factors.

1.1. Graduate Enrolment by Degree Type

This graph demonstrates the overall trends in graduate enrolment over the last decade. Course-based Master's programs show a consistent rise in enrolment levels, while we are beginning to see a decrease in thesis-based programs.





Source: Strategic Analysis and Data Warehousing – accessed December 3, 2016

Notes: (1) Figures represent the Fall term enrolment headcount; (2) Students who have FGSR listed as their department are included.

1.2. Graduate Enrolment – Fall Headcount for Doctoral Degree by Faculty

Faculty	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
ALES	246	235	237	230	221
Arts	472	478	452	413	412
Business	60	61	51	45	46
Education	296	291	295	257	246
Engineering	717	702	711	678	679
Extension	-	-	-	-	-
Faculté Saint-Jean	-	-	-	-	-
Faculty of Native Studies	-	-	-	-	-
Law	8	8	7	7	8
Medicine and Dentistry	319	316	340	342	329
Nursing	71	65	68	64	68
Pharmacy	34	33	32	32	28
Physical Educ. & Recreation	60	65	55	56	49
Public Health	41	42	45	50	47
Rehabilitation Medicine	36	38	36	37	35
Science	709	686	646	566	564
Total	3,069	3,020	2,975	2,777	2,732

Source: Strategic Analysis and Data Warehousing – accessed December 3, 2016

1.3. Graduate Enrolment – Fall Headcount for Master’s Degree by Faculty

This table shows a consistent growth in course-based Master’s programs, probably as a result of interest in professional Master’s degrees.

Faculty	Fall 2012			Fall 2013			Fall 2014			Fall 2015			Fall 2016		
	M-C	M-T	Total	M-C	M-T	Total	M-C	M-T	Total	M-C	M-T	Total	M-C	M-T	Total
ALES	13	249	262	26	258	284	21	261	282	22	244	266	35	255	290
Arts	104	313	417	97	311	408	90	269	359	81	240	321	87	255	342
Business	448	-	448	499	-	499	543	1	544	558	-	558	556	-	556
Education	497	97	594	496	85	581	546	80	626	567	70	637	576	70	646
Engineering	188	496	684	148	566	714	93	545	638	36	527	563	111	544	655
Extension	57	2	59	49	2	51	54	1	55	54	-	54	52	8	60
Faculté Saint-Jean	30	20	50	24	16	40	16	13	29	20	8	28	13	5	18
Faculty of Native Studies	-	7	7	-	10	10	-	7	7	-	12	12	-	20	20
Law	1	8	9	2	6	8	-	4	4	-	5	5	1	5	6
Medicine and Dentistry	2	277	279	2	265	267	-	281	281	2	260	262	4	277	281
Nursing	32	43	75	43	33	76	47	29	76	45	20	65	36	18	54
Pharmacy	-	21	21	-	13	13	-	17	17	-	18	18	-	22	22
Physical Educ. & Recreation	15	64	79	16	57	73	18	49	67	18	44	62	15	41	56
Public Health	134	95	229	146	99	245	144	100	244	131	80	211	120	71	191
Rehabilitation Medicine	589	37	626	633	41	674	667	39	706	680	48	728	779	49	828
Science	87	478	565	91	455	546	90	432	522	111	390	501	113	411	524
Total	2197	2207	4404	2272	2217	4489	2329	2128	4457	2325	1966	4291	2498	2051	4549

M-T = Thesis-Based Master's, M-C = Course-Based Master's

Source: Strategic Analysis and Data Warehousing – accessed December 3, 2016

Notes: (1) Figures represent the Fall term enrolment headcount of Master’s students by Faculty; (2) Students who have FGSR as their department are excluded.

1.4. Graduate Enrolment – Fall Headcount for Other Programs

Faculty	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
ALES	8	5	8	4	4
Arts	13	14	23	17	16
Business	8	21	19	10	16
Education	6	1	4	7	4
Engineering	7	12	9	9	9
Extension	3	1	-	1	-
Faculté Saint-Jean	1	6	1	3	9
Faculty of Native Studies	1	-	1	-	-
Law	-	-	-	-	-
Medicine and Dentistry	4	3	7	7	8
Nursing	7	5	4	2	2
Pharmacy	-	2	-	-	1
Physical Educ. & Recreation	-	1	3	3	1
Public Health	2	4	4	1	3
Rehabilitation Medicine	32	75	45	68	100
Science	10	5	12	4	4
Total	102	155	140	136	177

Source: Strategic Analysis and Data Warehousing – accessed December 3, 2016

Notes: (1) Figures represent the Fall term enrolment headcount in other programs by Faculty; (2) Other programs include: post-Baccalaureate and post Master's Certificates, postgraduate diplomas, qualifying, special, visiting and probationary students (by Faculty).

1.3.1. Ratio of Graduate Students to Faculty by Faculty

This table gives an overview of the ratio of graduate students to professors in each Faculty. The goal is to express a supervisory ratio: thus all assistant, associate and full-time professors (those in academic category A.1.1) are included in the faculty number, and students include all types of programs (PhD, Master's and Other).

We have reported on every faculty in this dataset, although there are important nuances that come to light in the following tables: Faculties with large course-based Master's programs (Business's MBA, most graduate programs in the Faculty of Rehabilitation Medicine, a substantial proportion of Engineering's graduate offerings, e.g.) will appear to be carrying a disproportionately heavy supervisory responsibility. The value of this table is principally in tracking whether student numbers and faculty complement are moving in tandem. Tables 1.3.2, 1.3.3 and 1.3.4 offer breakdowns by degree.

On balance the graduate student to faculty ratio has stayed constant over the last five years, with the exception of Fall 2014, when the professoriate shrunk (probably a function of budget cuts in previous years).

Faculty	Fall 2012			Fall 2013			Fall 2014			Fall 2015			Fall 2016		
	Prof	Grad	Ratio	Prof	Grad	Ratio	Prof	Grad	Ratio	Prof	Grad	Ratio	Prof	Grad	Ratio
ALES	101	516	1:5.1	104	524	1:5.0	108	527	1:4.9	111	500	1:4.5	113	515	1:4.6
Arts	353	902	1:2.6	347	900	1:2.6	319	834	1:2.6	322	751	1:2.3	323	770	1:2.4
Business	77	516	1:6.7	73	581	1:8.0	74	614	1:8.3	72	613	1:8.5	71	618	1:8.7
Education	115	896	1:7.8	109	873	1:8.0	100	925	1:9.3	104	901	1:8.7	107	896	1:8.4
Engineering	184	1408	1:7.7	200	1428	1:7.1	194	1358	1:7.0	201	1250	1:6.2	204	1343	1:6.6
Extension	17	62	1:3.6	17	52	1:3.1	16	55	1:3.4	17	55	1:3.2	15	60	1:4.0
Faculté Saint-Jean	33	51	1:1.5	30	46	1:1.5	25	30	1:1.2	29	31	1:1.1	30	27	1:1.1
Faculty of Native Studies	9	8	1:1.1	8	10	1:1.3	8	8	1:1.0	10	12	1:1.2	11	20	1:1.8
Law	32	17	1:9.1	32	16	2:1.0	29	11	2.6:1	27	12	2.3:1	28	14	2:1.0
Medicine and Dentistry	211	602	1:2.9	214	586	1:2.7	213	628	1:2.9	217	611	1:2.8	212	618	1:2.9
Nursing	52	153	1:2.9	51	146	1:2.9	49	148	1:3.0	47	131	1:2.8	47	124	1:2.6
Pharmacy	23	55	1:2.4	20	48	1:2.4	20	49	1:2.5	22	50	1:2.3	24	51	1:2.1
Physical Educ. & Recreation	40	139	1:3.5	43	139	1:3.2	39	125	1:3.2	38	121	1:3.2	41	106	1:2.6
Public Health	27	272	1:10.1	28	291	1:10.4	25	293	1:11.7	26	262	1:10.1	27	241	1:8.9
Rehabilitation Medicine	42	694	1:16.5	48	787	1:16.4	42	787	1:18.7	44	833	1:18.9	44	963	1:21.9
Science	290	1284	1:4.4	300	1237	1:4.1	288	1180	1:4.1	286	1071	1:3.7	288	1092	1:3.8
Total	1606	7575	1:4.7	1624	7664	1:4.7	1549	7572	1:4.9	1573	7204	1:4.6	1585	7458	1:4.7

Source: Strategic Analysis and Data Warehousing – accessed December 3, 2016.

Notes: (1) Figures represent the professor headcount by faculty (Prof) compared with Fall term enrolment headcount of graduate students by faculty (Grad); (2) Contingent faculty, administrative faculty, and faculty on long-term disability (LTD) are not captured; (3) Student numbers include all types of programs (PhD, Master's and Other); (4) Students who have FGSR as their department are excluded.

1.3.2. Ratio of Doctoral Students to Faculty by Faculty

The ratio of doctoral students to faculty over this time period is relatively stable, indicating that the decrease in the number of doctoral candidates has moved in parallel with the number of faculty members. A similar trend is observed for thesis-based Master's students (table 1.3.3). The individual figures are worth examining closely, as there is significant variation between Faculties.

Faculty	Fall 2012			Fall 2013			Fall 2014			Fall 2015			Fall 2016		
	Prof	Grad	Ratio	Prof	Grad	Ratio	Prof	Grad	Ratio	Prof	Grad	Ratio	Prof	Grad	Ratio
ALES	101	246	1:2.4	104	235	1:2.3	108	237	1:2.2	111	230	1:2.1	113	221	1:2.0
Arts	353	472	1:1.3	347	478	1:1.4	319	452	1:1.4	322	413	1:1.3	323	412	1:1.3
Business	77	60	1.3:1	73	61	1.2:1	74	51	1.5:1	72	45	1.6:1	71	46	1.5:1
Education	115	296	1:2.6	109	291	1:2.7	100	295	1:3.0	104	257	1:2.5	107	246	1:2.3
Engineering	184	717	1:3.9	200	702	1:3.5	194	711	1:3.7	201	678	1:3.4	204	679	1:3.3
Extension	17	-	-	17	-	-	16	-	-	17	-	-	15	-	-
Faculté Saint-Jean	33	-	-	30	-	-	25	-	-	29	-	-	30	-	-
Faculty of Native Studies	9	-	-	8	-	-	8	-	-	10	-	-	11	-	-
Law	32	8	4:1.0	32	8	4:1.0	29	7	4.1:1	27	7	3.9:1	28	8	3.5:1
Medicine and Dentistry	211	319	1:1.5	214	316	1:1.5	213	340	1:1.6	217	342	1:1.6	212	329	1:1.6
Nursing	52	71	1:1.4	51	65	1:1.3	49	68	1:1.4	47	64	1:1.4	47	68	1:1.4
Pharmacy	23	34	1:1.5	20	33	1:1.7	20	32	1:1.6	22	32	1:1.5	24	28	1:1.2
Physical Educ. & Recreation	40	60	1:1.5	43	65	1:1.5	39	55	1:1.4	38	56	1:1.5	41	49	1:1.2
Public Health	27	41	1:1.5	28	42	1:1.5	25	45	1:1.8	26	50	1:1.9	27	47	1:1.7
Rehabilitation Medicine	42	36	1.2:1	48	38	1.3:1	42	36	1.2:1	44	37	1.2:1	44	35	1.3:1
Science	290	709	1:2.4	300	686	1:2.3	288	646	1:2.2	286	566	1:2.0	288	564	1:2.0
Total	1606	3069	1:1.9	1624	3020	1:1.9	1549	2975	1:1.9	1573	2777	1:1.8	1585	2732	1:1.7

Source: Strategic Analysis and Data Warehousing – accessed December 3, 2016.

Notes: (1) Figures represent the professor headcount by faculty (Prof) compared with Fall term enrolment headcount of graduate students by faculty (Grad); (2) Contingent faculty, administrative faculty, and faculty on long-term disability (LTD) are not captured; (3) Student numbers include all types of programs (PhD, Master's and Other); (4) Students who have FGSR as their department are excluded.

1.3.3. Ratio of Thesis-Based Master's Students to Faculty by Faculty

Faculty	Fall 2012			Fall 2013			Fall 2014			Fall 2015			Fall 2016		
	Prof	Grad	Ratio	Prof	Grad	Ratio	Prof	Grad	Ratio	Prof	Grad	Ratio	Prof	Grad	Ratio
ALES	101	249	1:2.5	104	258	1:2.5	108	261	1:2.4	111	244	1:2.2	113	255	1:2.3
Arts	353	313	1.1:1	347	311	1:1.0	319	269	1.2:1	322	240	1.3:1	323	255	1.3:1
Business	77	-	-	73	-	-	74	1	74:1	72	-	-	71	-	-
Education	115	97	1.2:1	109	85	1.3:1	100	80	1.3:1	104	70	1.5:1	107	70	1.5:1
Engineering	184	496	1:2.7	200	566	1:2.8	194	545	1:2.8	201	527	1:2.6	204	544	1:2.7
Extension	17	2	8.5:1	17	2	8.5:1	16	1	16:1.0	17	-	-	15	8	1.9:1
Faculté Saint-Jean	33	20	1.7:1	30	16	1.9:1	25	13	1.9:1	29	8	3.6:1	30	5	6:1.0
Faculty of Native Studies	9	7	1.3:1	8	10	1:1.3	8	7	1.1:1	10	12	1:1.2	11	20	1:1.8
Law	32	8	4:1.0	32	6	5.3:1	29	4	7.3:1	27	5	5.4:1	28	5	5.6:1
Medicine and Dentistry	211	277	1:1.3	214	265	1:1.2	213	281	1:1.3	217	260	1:1.2	212	277	1:1.3
Nursing	52	43	1.2:1	51	33	1.5:1	49	29	1.7:1	47	20	2.4:1	47	18	2.6:1
Pharmacy	23	21	1.1:1	20	13	1.5:1	20	17	1.2:1	22	18	1.2:1	24	22	1.1:1
Physical Educ. & Recreation	40	64	1:1.6	43	57	1:1.3	39	49	1:1.3	38	44	1:1.2	41	41	1:1.0
Public Health	27	95	1:3.5	28	99	1:3.5	25	100	1:4.0	26	80	1:3.1	27	71	1:2.6
Rehabilitation Medicine	42	37	1.1:1	48	41	1.2:1	42	39	1.1:1	44	48	1:1.1	44	49	1:1.1
Science	290	478	1:1.6	300	455	1:1.5	288	432	1:1.5	286	390	1:1.4	288	411	1:1.4
Total	1606	2207	1:1.4	1624	2217	1:1.4	1549	2128	1:1.4	1573	1966	1:1.2	1585	2051	1:1.3

Source: Strategic Analysis and Data Warehousing – accessed December 3, 2016.

Notes: (1) Figures represent the professor headcount by faculty (Prof) compared with Fall term enrolment headcount of graduate students by faculty (Grad); (2) Contingent faculty, administrative faculty, and faculty on long-term disability (LTD) are not captured; (3) Student numbers include all types of programs (PhD, Master's and Other); (4) Students who have FGSR as their department are excluded.

1.3.4. Ratio of Course-Based Master's Students to Faculty by Faculty

The population of course-based Master's students has been growing across the university, while the number of faculty has decreased. Across the campus as a whole, this has resulted in a slight increase in the number of students per faculty member. The individual figures are worth examining closely, as there is significant variation between Faculties.

Faculty	Fall 2012			Fall 2013			Fall 2014			Fall 2015			Fall 2016		
	Prof	Grad	Ratio	Prof	Grad	Ratio	Prof	Grad	Ratio	Prof	Grad	Ratio	Prof	Grad	Ratio
ALES	101	13	7.8:1	104	26	4:1	108	21	5.1:1	111	22	5:1	113	35	3.2:1
Arts	353	104	3.4:1	347	97	3.6:1	319	90	3.5:1	322	81	4:1	323	87	3.7:1
Business	77	448	1:5.8	73	499	1:6.8	74	543	1:7.3	72	558	1:7.8	71	556	1:7.8
Education	115	497	1:4.3	109	496	1:4.6	100	546	1:5.5	104	567	1:5.5	107	576	1:5.4
Engineering	184	188	1:1	200	148	1.4:1	194	93	2.1:1	201	36	5.6:1	204	111	1.8:1
Extension	17	57	1:3.4	17	49	1:2.9	16	54	1:3.4	17	54	1:3.2	15	52	1:3.5
Faculté Saint-Jean	33	30	1.1:1	30	24	1.3:1	25	16	1.6:1	29	20	1.5:1	30	13	2.3:1
Faculty of Native Studies	9	-	-	8	-	-	8	-	-	10	-	-	11	-	-
Law	32	1	32:1	32	2	16:1	29	-	-	27	-	-	28	1	28:1
Medicine and Dentistry	211	2	105.5:1	214	2	107:1	213	-	-	217	2	108.5:1	212	4	53:1
Nursing	52	32	1.6:1	51	43	1.2:1	49	47	1:1	47	45	1:1	47	36	1.3:1
Pharmacy	23	-	-	20	-	-	20	-	-	22	-	-	24	-	-
Physical Educ. & Recreation	40	15	2.7:1	43	16	2.7:1	39	18	2.2:1	38	18	2.1:1	41	15	2.7:1
Public Health	27	134	1:5	28	146	1:5.2	25	144	1:5.8	26	131	1:5	27	120	1:4.4
Rehabilitation Medicine	42	589	1:14	48	633	1:13.2	42	667	1:15.9	44	680	1:15.5	44	779	1:17.7
Science	290	87	3.3:1	300	91	3.3:1	288	90	3.2:1	286	111	2.6:1	288	113	2.5:1
Grand Total	1606	2197	1:1.4	1624	2272	1:1.4	1549	2329	1:1.5	1573	2325	1:1.5	1585	2498	1:1.6

Source: Strategic Analysis and Data Warehousing – accessed December 3, 2016.

Notes: (1) Figures represent the professor headcount by faculty (Prof) compared with Fall term enrolment headcount of graduate students by faculty (Grad); (2) Contingent faculty, administrative faculty, and faculty on long-term disability (LTD) are not captured; (3) Student numbers include all types of programs (PhD, Master's, and Other); (4) Students who have FGSR as their department are excluded.

1.4. Graduate Enrolment – Fall Headcount by Citizenship & Faculty

With over one third of our graduate students coming from outside Canada, ours is a highly international student body. As the following table shows, international students are distributed unevenly across Faculties. It is important to remember that there are citizenship implications for funding: Tri-Council awards, for example, are available only to Canadian citizens and Permanent Residents (which are grouped together here).

Int. % = Percentage International out of the total enrolled

Program Faculty	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	Total	Int. %	Total	Int. %	Total	Int. %	Total	Int. %	Total	Int. %
ALES	516	49%	524	51%	527	49%	500	52%	515	51%
Arts	902	30%	900	30%	834	33%	751	33%	770	34%
Business	516	16%	581	26%	614	33%	613	34%	618	28%
Education	896	7%	873	7%	925	9%	901	9%	896	7%
Engineering	1408	59%	1428	60%	1358	63%	1250	64%	1343	61%
Extension	62	5%	52	2%	55	4%	55	4%	60	3%
Faculté Saint-Jean	51	6%	46	2%	30	7%	31	3%	27	4%
Faculty of Native Studies	8	0%	10	0%	8	0%	12	0%	20	0%
Law	17	24%	16	25%	11	18%	12	25%	14	29%
Medicine and Dentistry	602	31%	586	35%	628	35%	611	34%	617	33%
Nursing	153	12%	146	14%	148	15%	131	16%	124	20%
Pharmacy	55	58%	48	65%	49	53%	50	58%	51	65%
Physical Educ. & Recreation	139	22%	139	23%	125	21%	121	22%	106	20%
Public Health	272	11%	291	14%	293	13%	262	11%	241	11%
Rehabilitation Medicine	694	4%	787	4%	787	4%	833	3%	963	3%
Science	1284	53%	1237	54%	1180	52%	1071	51%	1092	53%
Total	7575	33%	7664	34%	7572	35%	7204	34%	7457	34%

Source: Strategic Analysis and Data Warehousing – accessed December 3, 2016.

Notes: (1) Figures represent the Fall term enrolment headcount by citizenship status; (2) Domestic students = Canadian citizens and Permanent Residents; (3) International students = Students attending the university on a study/work visa; (4) Students who have FGSR as their department are excluded. (4) Total = international graduate student headcount.

1.5. Top 15 Source Countries by Student Citizenship

The international graduate population is much more diversified than the undergraduate population. We have had graduate students from over 170 countries, although the vast majority are represented by very few individuals. The table below shows the 15 countries with the largest numbers of citizens enrolled at the university (by headcount) over the 10-year period from 2007 to 2016.

The impact of major geopolitical changes like Brexit and the recent US election is hard to predict. The UK is not a major source of graduate students for us, and we have struggled to increase our US complement for a long time. It may be that an international recruitment strategy would have more success targeting those students who might otherwise have chosen to study in the UK or the US.

Country of Citizen	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Canada	4077	4203	4287	4224	4238	4246	4249	4085	3967	4236
China	647	640	662	687	781	849	933	1021	963	922
Iran	228	288	397	477	510	538	493	477	445	428
India	184	204	285	331	305	288	314	308	287	302
USA	92	105	116	139	158	178	175	169	156	150
Bangladesh	74	95	126	134	129	125	150	137	105	105
Pakistan	83	93	133	145	136	130	98	86	74	78
Brazil	25	31	32	36	41	47	47	58	71	75
Nigeria	49	52	58	63	53	55	72	79	68	73
Egypt	68	77	87	94	90	83	82	79	62	62
Mexico	52	61	63	67	77	80	65	49	51	62
Saudi Arabia	18	24	34	49	47	63	63	77	71	59
South Korea	56	50	48	51	40	37	41	43	41	51
Colombia	35	34	36	43	53	55	54	47	45	50
Ghana	21	18	27	23	28	35	36	43	45	49

Source: Strategic Analysis and Data Warehousing – accessed December 3, 2016.

Notes: (1) Includes PhD candidates, Master's students and students in other categories; (2) Includes students with a home department of FGSR; (3) Top 15 out of 276 independent sovereignties, territories, and nations listed in UAlberta enterprise solution, PeopleSoft; (4) Top 15 listed in sequence according to Fall 2016 figures.

1.6. Sponsored Students

Sponsored students are international students who are either partially or fully supported by their governments, national or multinational companies, or third-party entities such as Fulbright. Support normally includes tuition, associated fees, and living expenses for the duration of the degree. Sponsored student numbers vary year to year, predominantly as a result of factors beyond our control.

The University of Alberta receives sponsored graduate students from a total of 43 countries, the top 11 of which are listed in sequence below. University of Alberta International administers the Sponsored Student Program, and has the authority to waive the international differential fee for sponsored students. Although sponsored students represent only about 5% of international graduate students, it is a segment of the student population that has grown.

Historically, almost 70% of sponsored students have been in doctoral programs. The duration of sponsorships has been between one and six years, although the majority of them last three or four years.

Country	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Total
China	29	39	27	49	30	29	203
Saudi Arabia	18	24	13	18	11	9	93
Mexico	4	9	4	6	14	12	49
Libya	0	3	5	10	7	3	28
Vietnam	8	4	5	2	4	0	23
Brazil	2	3	1	9	6	0	21
Columbia	3	2	3	4	6	3	21
Chile	6	2	1	0	0	3	12
Pakistan	4	2	0	0	0	5	11
Kazakhstan	1	3	2	0	0	1	7
Egypt	0	1	1	2	0	1	5

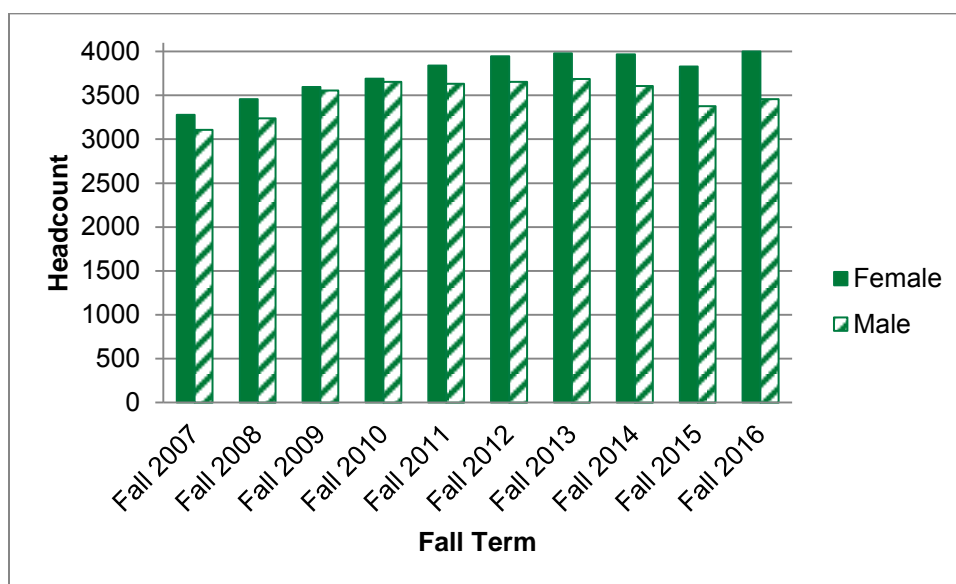
Source: University of Alberta International Statistics – accessed October 25, 2016.

Notes: (1) Winter 2017 projections have been included in the 2016-17 numbers and are based on current confirmed admissions. These numbers are subject to change; (2) Academic year is represented.

1.7. Enrolment by Gender

The graphs below include students registered in graduate certificates and diplomas in addition to the three degree program types offered. Put briefly: women comprise an increasing percentage of doctoral students; are close to parity in thesis-based master's programs; and exceed men by nearly 2:1 in course-based master's programs. The national percentage of women in doctoral programs, as reported by the Canadian Association of Graduate Studies (CAGS), was 47.2% in 2012 (most recent data available, as per 41st Statistical Report). CAGS data does not differentiate between course-based and thesis-based Master's programs. It reports that women comprised 54.4% of all Master's registrations in 2012.

The new graduate admissions software allows applicants to identify as Male, Female, or Other, so over time we will be able to track gender diversity with more nuance.

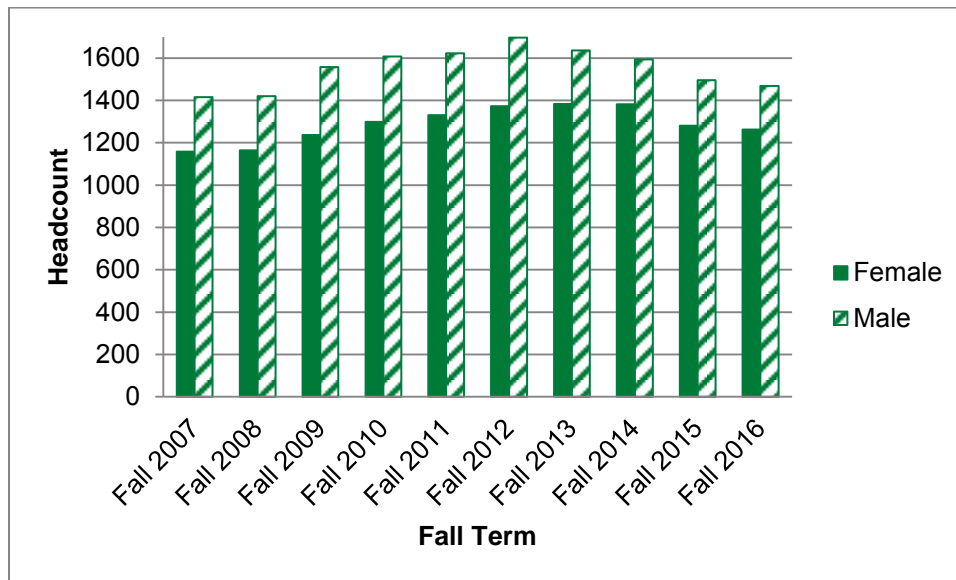


Source: Strategic Analysis and Data Warehousing – accessed December 3, 2016.

Notes: (1) Includes PhD, Master's and students in other categories; (2) Includes students with a home department of FGSR.

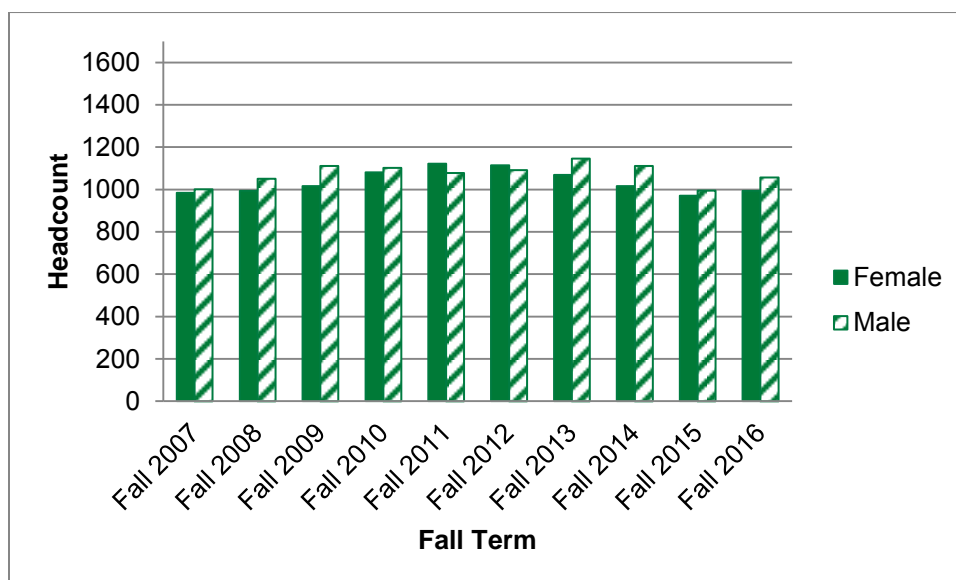
1.7.1. Doctoral Enrolment by Gender

The percentage of female doctoral students has gained one percentage point since 2015-16 and now stands at 46%. The national percentage of women in doctoral programs, as reported by the Canadian Association of Graduate Studies (CAGS), was 47.2% in 2012.



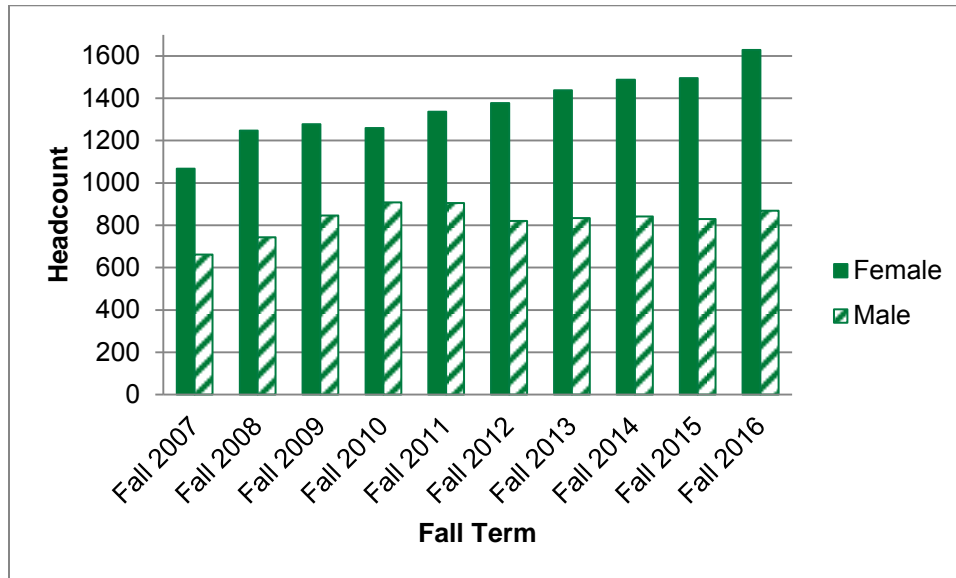
Source: Strategic Analysis and Data Warehousing – accessed December 3, 2016.

1.7.2. Thesis-Based Master's Enrolment by Gender



Source: Strategic Analysis and Data Warehousing – accessed December 3, 2016.

1.7.3. Course-Based Master's Enrolment by Gender

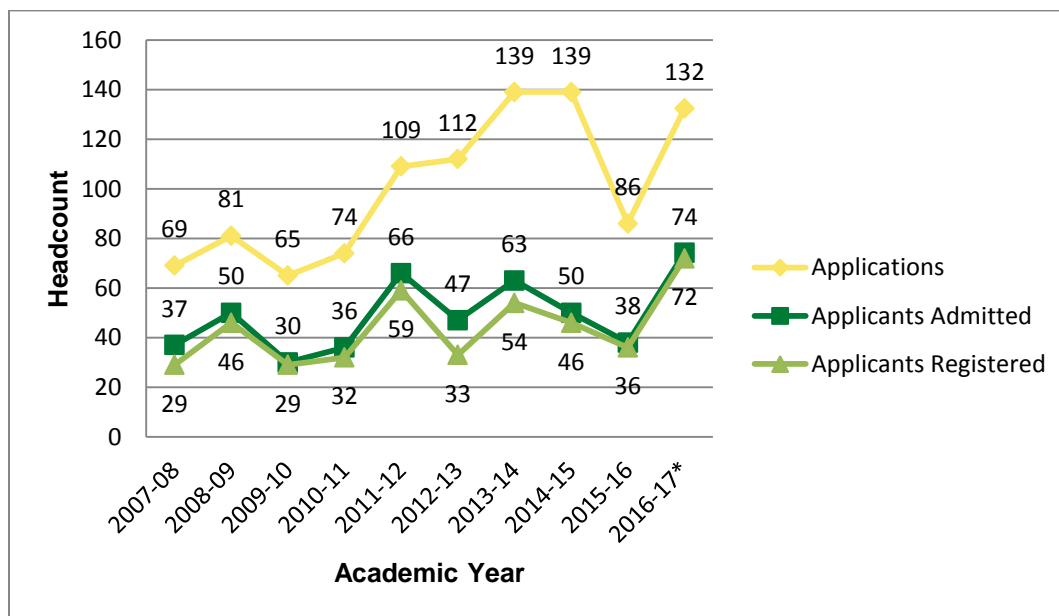


Source: Strategic Analysis and Data Warehousing – accessed December 3, 2016.

First Nations, Métis, and Inuit (FNMI) Applications, Admissions and Enrolment

3.7% of graduate students self-identified as Aboriginal in the 2016 Canadian Graduate and Professional Student Survey, which is a higher proportion than we see reflected in University sources. Part of the reason is bound to be the range of definitions and terminology in this important demographic. The gap between applications and admissions is smaller than what we see in non-Indigenous categories (56% of FNMI applicants are admitted, as opposed to 33% overall: see Table 2.1), suggesting that we have a significant recruitment effort. More can be done to ensure a deep and robust field of applicants, especially given that we have a high yield rate among these applicants.

1.8.1. FNMI Applications and Admissions

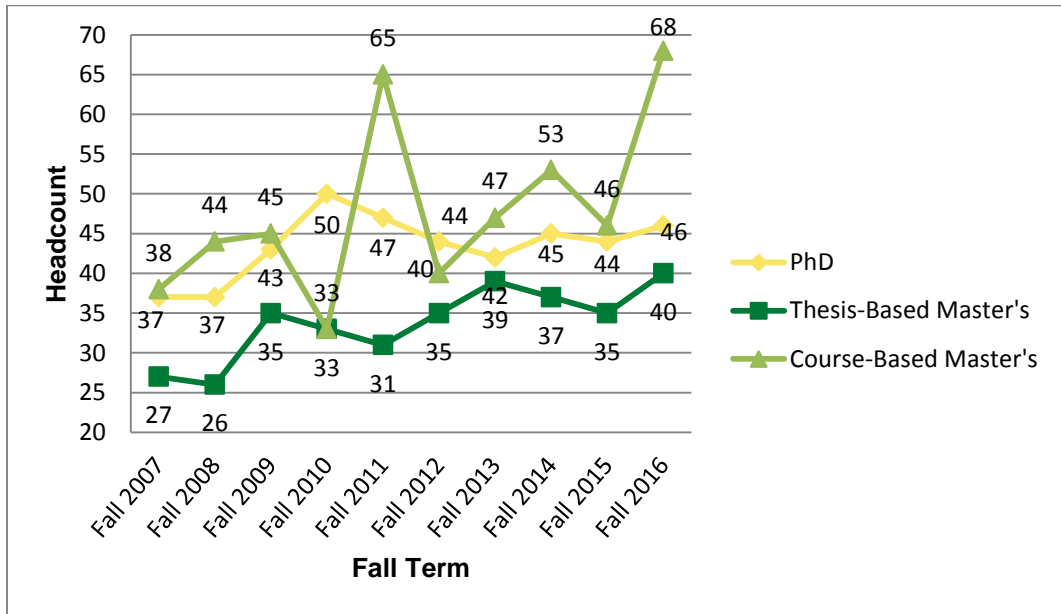


Source: Strategic Analysis and Data Warehousing – accessed December 3, 2016.

Notes: (1) The 2016-17 numbers were extracted from the December archive, which includes fall term data only. Total 2016-17 figures (i.e., for all terms) are estimated based on a three-year average of the overall proportion of FNMI fall admissions in the year; (2) Application figures can be higher than the number of applicants because one applicant can have multiple applications; (3) Applicants Admitted = students who applied and were admitted in the fall term of each year; (4) Applicants Registered = number of students who registered at the University of Alberta after being accepted.

1.8.2. FNMI Enrolment

As the following table shows, FNMI students are particularly interested in course-based Master's programs. It is exciting to report an all-time high in the number of FNMI students registered in our course-based master's programs, though the figures here are obviously volatile and the overall number is small.



Source: Strategic Analysis and Data Warehousing – accessed December 3, 2016.

Note: Excludes students in other program categories (post Master's and post-baccalaureate certificates, postgraduate diplomas, qualifying, special graduate, visiting and probationary students).

1.9. Undergraduate to Graduate Student Ratio

This is a new data point for this year's report that demonstrates how graduate-intensive the University of Alberta is. Our proportion of graduate students now sits at approximately 20% of the total student population.

Academic Career	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Undergraduate	29,795	29,338	29,642	30,087	30,419	30,986	30,700	30,172	29,625	29,841
Graduate	6,383	6,695	7,151	7,346	7,474	7,598	7,664	7,572	7,204	7,458
Ratio	5:1	4:1	4:1	4:1	4:1	4:1	4:1	4:1	4:1	4:1

Total	36,178	36,033	36,793	37,433	37,893	38,584	38,364	37,744	36,829	37,299
Graduate % of total	17.6%	18.6%	19.4%	19.6%	19.7%	19.7%	20.0%	20.1%	19.6%	20.0%

Source: Strategic Analysis and Data Warehousing – accessed December 3, 2016.

Notes: (1) Figures represent the Fall term enrolment headcount on December 3, 2016; (2) Graduate students include all possible graduate degree types; (3) Undergraduate students exclude career preparation (17 students in Fall 2014, 24 students in fall 2015, 27 students in fall 2016).

1.9.1. Percentage of Graduate Students in Total by Faculty

This table, also new for 2016-17, expresses how graduate-intensive individual faculties are.

Program Faculty	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	Total	Grad %	Total	Grad %	Total	Grad %	Total	Grad %	Total	Grad %
Agric, Life & Environ Sciences	2,124	24%	2,148	24%	2,086	25%	2,028	25%	2,067	25%
Arts	6,950	13%	6,902	13%	6,610	13%	6,463	12%	6,459	12%
Augustana Faculty	1,004	0%	1,002	0%	1,068	0%	1,016	0%	1,008	0%
Business	2,543	20%	2,627	22%	2,638	23%	2,631	23%	2,635	23%
Education	4,319	21%	3,921	22%	3,611	26%	3,659	25%	3,781	24%
Engineering	5,434	26%	5,608	25%	5,762	24%	5,588	22%	5,579	24%
Extension	62	100%	52	100%	55	100%	55	100%	60	100%
Faculté Saint-Jean	597	9%	598	8%	592	5%	578	5%	602	4%
Faculty of Native Studies	135	6%	141	7%	166	5%	163	7%	198	10%
Law	530	0%	526	0%	526	0%	549	0%	563	0%
Medicine and Dentistry	1,068	2%	1,044	2%	1,036	1%	1,052	1%	1,051	1%
Nursing	2,036	30%	2,193	27%	2,227	28%	2,097	29%	1,959	31%
Open Studies	1,157	13%	1,208	12%	1,173	13%	1,185	11%	1,244	10%
Pharmacy & Pharmaceutical Sciences	554	10%	565	8%	569	9%	577	9%	594	9%
Physical Educ. & Recreation	1,122	12%	1,118	12%	1,092	11%	1,059	11%	1,085	10%
Public Health	272	100%	291	100%	293	100%	262	100%	241	100%
Rehabilitation Medicine	725	96%	809	97%	807	98%	860	97%	984	98%
Science	7,929	16%	7,611	16%	7,433	16%	7,007	15%	7,189	15%
Total	38,561	20%	38,364	20%	37,744	20%	36,829	20%	37,299	20%

Source: Strategic Analysis and Data Warehousing – accessed December 3, 2016.

Notes: (1) Figures represent the Fall term enrolment headcount by faculty on December 3, 2016; (2) Graduate students include all possible graduate degree types; (3) Students who have FGSR as their department are excluded; (4) Undergraduate students exclude career preparation (17 students in fall 2014, 24 students in fall 2015, 27 students in fall 2016).

2. Applications and Admissions

Graduate applications show early signs of rebounding from last year's low, which appears to be the tail end of a multi-year decline from the 2012-2013 academic year. Expanding the pool of qualified applicants is a component of active recruitment strategies.

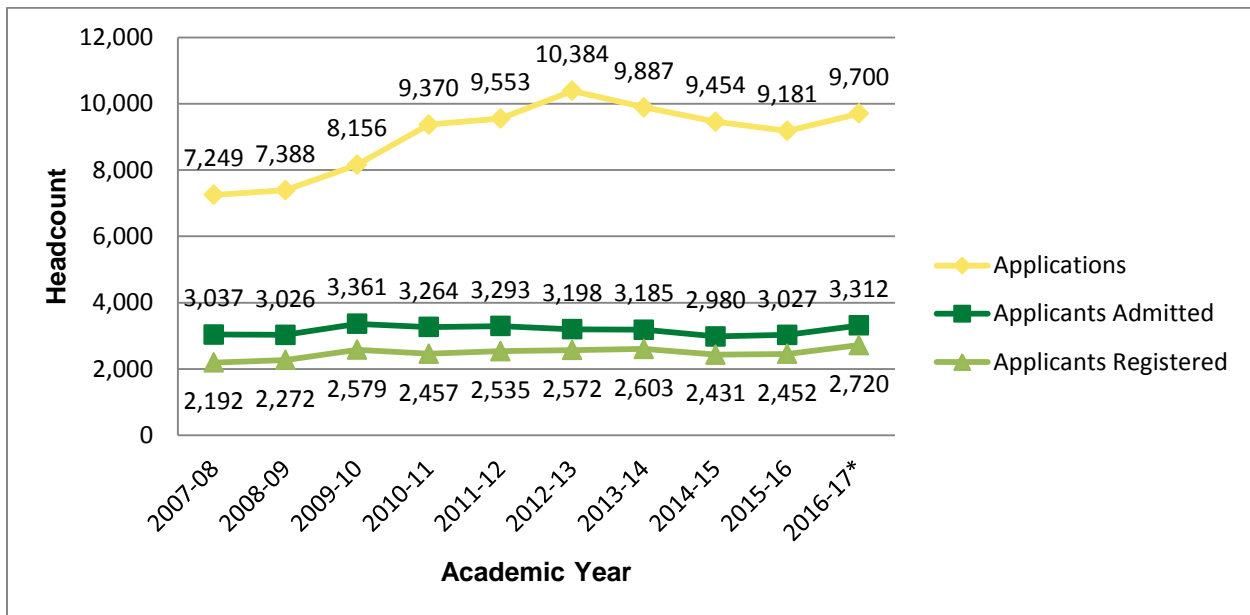
The yield rate (the percentage of registrations resulting from offers of admission) has been extremely steady, at about two thirds. Increasing the yield rate is another component of active recruitment strategies.

In the Applications and Admissions tables, the effect of not including non-Fall registrations can be seen. Therefore we have provided a table stating the average Fall percentage of applications, admissions and registrations as compared to the year as a whole.

There is gender imbalance in the number of applications for different degrees, with doctoral programs attracting almost twice as many male as female applicants, while the proportion is almost reversed for course-based Master's programs. Female applicants tend to have a higher yield rate than their male counterparts.

2.1. Graduate Admissions

The following graph shows the total number² of applications for admission to graduate programs, the number of admissions offered and the number of subsequent registrations. This approach counts applications, not applicants: some applicants may have submitted multiple applications. We continue to be competitive, admitting only about one third of the students who apply to our graduate programs. The yield rate moves in tandem with the rate of admission, which gives stability and predictability – factors that are especially important for funding projections.



Fall Proportion in total year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Applications	85%	85%	86%	85%	85%	82%	81%	81%	81%
Applicants Admitted	80%	80%	81%	80%	78%	75%	77%	74%	73%
Applicants Registered	79%	78%	80%	79%	76%	73%	75%	72%	74%

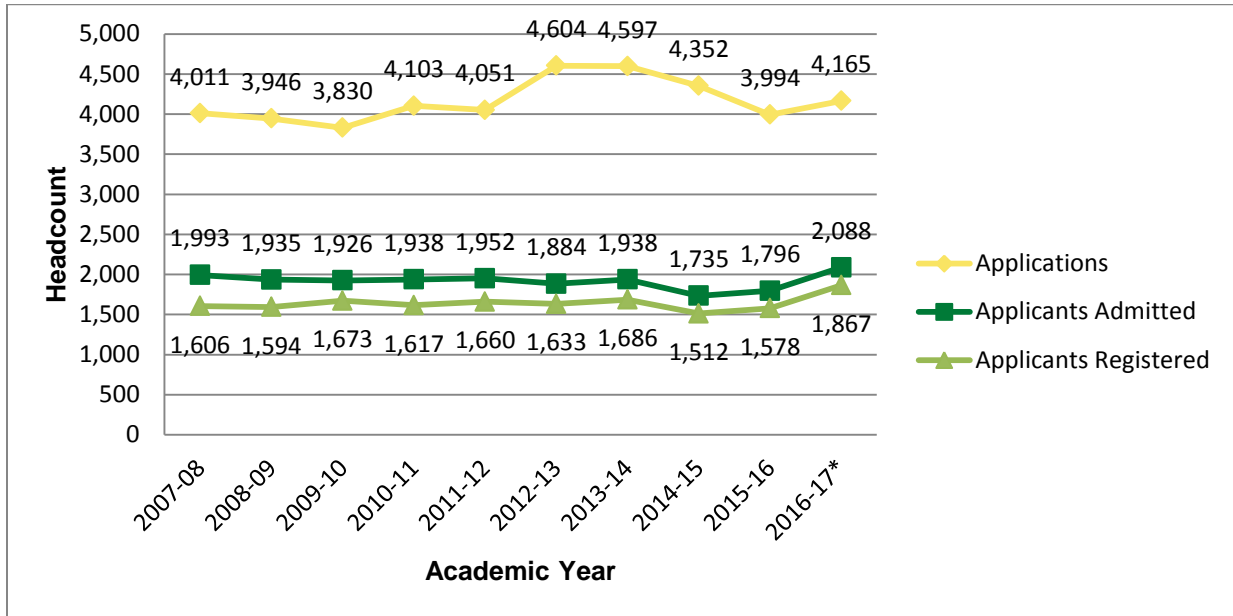
Source: Strategic Analysis and Data Warehousing – accessed December 3, 2016.

Notes: (1) *Academic year figures (Sept to Aug) for 2016-17 were extracted from December archive, which includes Fall term numbers only. The total 2016-17 figures are projected based on the average proportion of fall admissions to total admissions over the preceding three-year period; (2) Applicants Admitted = students who applied and were admitted in the fall term of each year; (3) Applicants Registered = Number of students who registered at the U of A after being accepted.

² The numbers given are for those applying in a given academic year. The date of first registration is frequently in a different academic year. Unlike the vast majority of undergraduate students, approximately 25% of graduate students do not start in the fall term.

2.2. Domestic Graduate Admissions

Domestic graduate admissions are showing signs of recovering. The rate of admission is keeping pace with the number of applications, as is the yield rate.

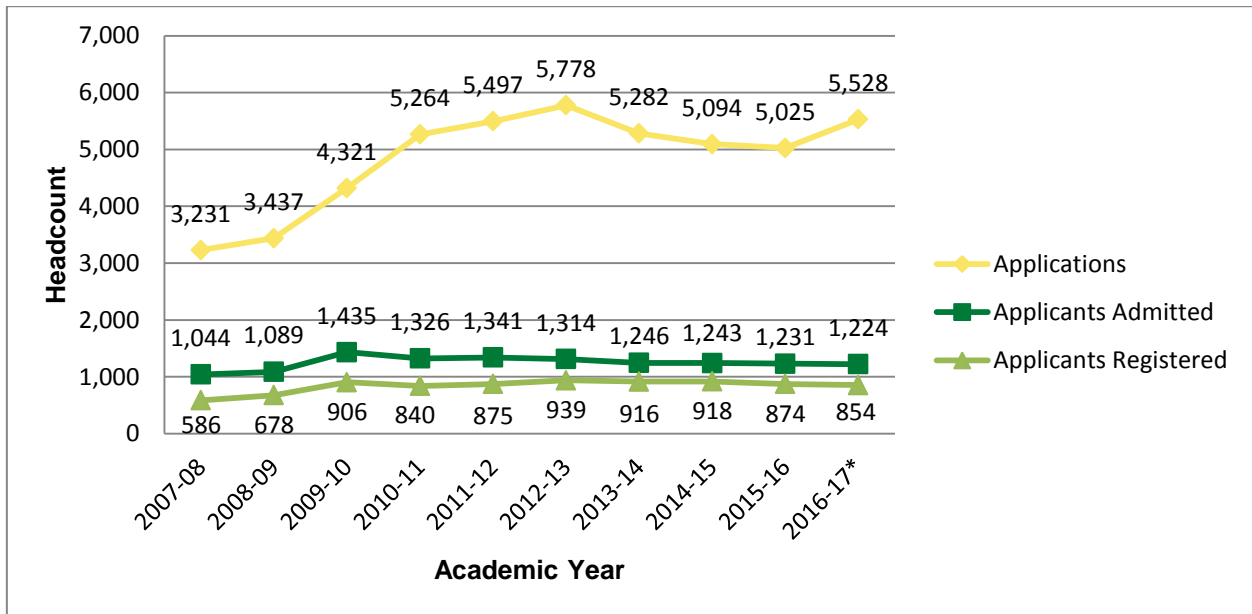


Source: Strategic Analysis and Data Warehousing – accessed December 3, 2016.

Notes: (1) Academic year figures (Sept to Aug) for 2016-17 were extracted from December archive, which includes Fall term numbers only; the total 2016-17 figures are projected based on the average proportion of fall admissions to total admissions over the preceding three-year period; (2) Citizenship status is not available for some of our application records. As a result, the sum of the total domestic (Table 2.2) and total international (Table 2.3) application numbers does not equal the total applications in some cases. There is a similar data gap for applicants admitted in Fall 2008.

2.3. International Graduate Admissions

Applicants on a study permit form an increasingly large part of the total graduate applicant pool. While domestic applications are showing modest recovery, international applications (and, concomitantly, admissions and registrations) are rebounding rapidly. Since admission rates are staying relatively constant, this graph suggests that our programs are becoming more highly sought after and competitive.



Source: Strategic Analysis and Data Warehousing – accessed December 3, 2016.

Notes: (1) *Academic year figures (Sept to Aug) for 2016-17 were extracted from December archive, which includes Fall term numbers only; the total 2016-17 figures are projected based on the average proportion of fall admissions to total admissions/work over the preceding three-year period; (2) International students = students attending the university on a study/work visa.

2.4. Admissions Grade Point Average (AGPA)

The admissions grade point average (AGPA)³ is one of the basic eligibility criteria for graduate admissions, although it is not usually a final determining factor. Our average AGPAs have remained very high, although our (quite small) group of applicants with AGPAs below 3.0 remains our highest-yielding group.

The next few tables show the average AGPA by program type. The tables demonstrate consistently high entry AGPAs over the last decade.

This section considers only those students in doctoral and master's degree programs. Students in other program categories including qualifying, visiting and probationary students as well as those registered in post baccalaureate certificates or postgraduate diplomas are not included.

2.4.1. Doctoral Average AGPA

Academic Year	Average AGPA	Applicants Admitted	Applicants Registered	Percentage Yield
2007-08	3.64	647	457	71%
2008-09	3.67	663	487	73%
2009-10	3.68	724	561	77%
2010-11	3.69	691	527	76%
2011-12	3.70	716	518	72%
2012-13	3.65	711	548	77%
2013-14	3.66	610	477	78%
2014-15	3.64	587	466	79%
2015-16	3.72	596	469	79%
Fall 2016	3.74	413	334	81%

Source: Strategic Analysis and Data Warehousing – accessed December 3, 2016.

Notes: (1) Academic year figures (Sept to Aug) for 2016-17 were extracted from December archive, which includes Fall term numbers only.

³ The Admission Grade Point Average (AGPA) is calculated from the grades on the most recent 60 course credits taken by the applicant. Please note that with the paper-based application system in use until December 2014, the FGSR could only see the transcripts, and calculate the AGPA, for the applicants being offered admission. The AGPAs of the applicants who were not admitted is unknown.

2.4.2. Thesis-Based Master's Average AGPA

Term	Average AGPA	Applicants Admitted	Applicants Registered	Percentage Yield
2007-08	3.58	1,051	710	68%
2008-09	3.57	1,012	735	73%
2009-10	3.59	1,060	813	77%
2010-11	3.57	923	707	77%
2011-12	3.59	974	749	77%
2012-13	3.58	985	799	81%
2013-14	3.57	912	767	84%
2014-15	3.60	886	759	86%
2015-16	3.64	930	778	84%
Fall 2016	3.62	778	673	87%

Source: Strategic Analysis and Data Warehousing – accessed December 3, 2016.

Notes: (1) Academic year figures (Sept to Aug) for 2016-17 were extracted from December archive, which includes Fall term numbers only.

2.4.3. Course-Based Master's Average AGPA

Term	Average AGPA	Applicants Admitted	Applicants Registered	Percentage Yield
2007-08	3.46	1,177	883	75%
2008-09	3.46	1,161	892	77%
2009-10	3.51	1,366	1,040	76%
2010-11	3.53	1,430	1,053	74%
2011-12	3.49	1,425	1,129	79%
2012-13	3.49	1,235	981	79%
2013-14	3.49	1,403	1,136	81%
2014-15	3.52	1,247	991	79%
2015-16	3.55	1,263	1002	79%
Fall 2016	3.50	1,125	863	77%

Source: Strategic Analysis and Data Warehousing – accessed December 3, 2016.

Notes: (1) Academic year figures (Sept to Aug) for 2016-17 were extracted from December archive, which includes Fall term numbers only.

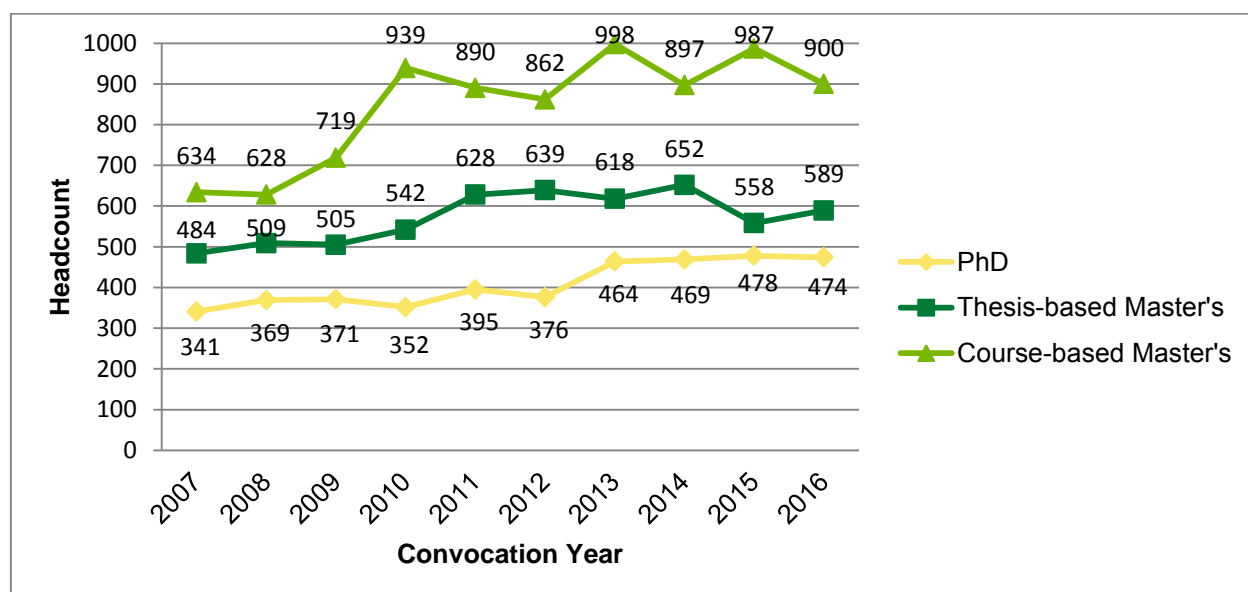
3. Convocation

This section provides information on graduate degrees by graduating cohort, which includes all individuals who graduate in a given calendar year. The method used here provides the most accurate picture of completion times based on the information available to us.

An alternative approach would be to follow a cohort who started in a particular year, and analyze their various characteristics over time. At present, it is not possible to complete that analysis using the Office of Strategic Analysis institutional data warehouse information. This is important to note because, as outlined in Section 4, U15 comparator data uses the cohort-forward approach.

It is also important to note that since convocation numbers are reported by calendar year, that they cannot be precisely correlated with admissions, which operate on an academic year.

3.1. Number of Graduate Degrees Granted



Convocation Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Total Convocants	1459	1507	1602	1835	1914	1890	2095	2038	2037	1995

Source: Strategic Analysis and Data Warehousing – accessed December 3, 2016.

Notes: (1) Convocation year = calendar year (January 1 to December 31); (2) Includes June and November convocations of a particular year; (3) Table includes convocants from the other program categories (qualifying, visiting and probationary students as well as people registered in post baccalaureate certificates or postgraduate diplomas), while the graph does not.

3.2. Average Completion Times by Degree Type

The time to completion for doctoral students continues to rise in spite of efforts to reduce completion times. While it is not entirely clear what is driving this increase, the dismal academic job market is likely to be part of the reason. This year we have indicated the average amount of time spent on approved Leave of Absence (LOA). Such leaves currently include parental, medical and a small number of compassionate leaves. As of January 2017, students may also take professional leaves to pursue career-building internships and similar opportunities. We know from other analyses that taking formal LOA increases the likelihood of completion, particularly among doctoral students, even though it will obviously increase program length.

Course-based Master's programs have become shorter, possibly because they have a higher proportion of international students, who consistently demonstrate shorter completion times (see Table 3.3).

Convocation Year	PhD	M-T	M-C	Average LOA
2007	6.09	3.43	3.03	0.70
2008	6.29	3.47	3.11	0.70
2009	6.25	3.49	2.98	0.79
2010	6.52	3.39	2.76	0.74
2011	6.28	3.33	2.63	0.71
2012	6.26	3.32	2.80	0.66
2013	6.22	3.30	2.87	0.79
2014	6.17	3.31	2.70	0.84
2015	6.33	3.34	2.72	0.74
2016	6.72	3.41	2.79	0.84

M-T = Thesis-Based Master's, M-C = Course-Based Master's (D=Domestic) (Int.=International), LOA = Leave of Absence

Source: Strategic Analysis and Data Warehousing – accessed December 3, 2016.

Notes: (1) Convocation year = calendar year (January 1 to December 31); (2) Figures show average completion time in years; (3) Completion time calculated as: first term of attendance to milestone completion date; (4) Any time spent in an official Leave of Absence (LOA) has not been deducted from the total completion time; (5) Excludes students in other program categories (qualifying, visiting and probationary students as well as people registered in post baccalaureate certificates or postgraduate diplomas).

3.3. Average Completion Times by Citizenship

In every single year, in every type of degree, international graduate students complete their degrees faster than domestic students do. International students also take fewer/shorter leaves of absence, on average.

Convocation Year	PhD		M-T		M-C		Average LOA	
	D	Int.	D	Int.	D	Int.	D	Int.
2007	6.17	5.53	3.47	3.27	3.08	2.46	0.72	0.42
2008	6.36	5.82	3.56	3.11	3.18	2.40	0.71	0.67
2009	6.32	5.62	3.56	3.31	3.02	2.61	0.81	0.50
2010	6.60	5.98	3.52	3.06	2.80	2.44	0.76	0.50
2011	6.41	5.46	3.44	3.15	2.72	2.20	0.72	0.50
2012	6.48	5.32	3.40	3.19	2.94	2.23	0.70	0.38
2013	6.43	5.52	3.46	3.09	3.04	2.11	0.80	0.64
2014	6.51	5.40	3.45	3.12	2.82	2.04	0.91	0.58
2015	6.62	5.69	3.55	3.12	2.88	2.08	0.79	0.56
2016	6.97	6.28	3.55	3.19	2.97	2.14	0.90	0.60

M-T = Thesis-Based Master's, M-C = Course-Based Master's (D=Domestic) (Int.=International), LOA = Leave of Absence

Source: Strategic Analysis and Data Warehousing – accessed December 3, 2016.

Notes: (1) Convocation year = calendar year (January 1 to December 31); (2) Figures show average completion time in years; (3) Completion time calculated as: first term of attendance to milestone completion date; (4) Time spent in an official Leave of Absence (LOA) has not been deducted from the total completion time; (5) Domestic = Canadian citizens and permanent residents; (6) International = students attending the university on a study/work visa at time of completion; (7) Excludes students in other program categories (qualifying, visiting and probationary students as well as people registered in post baccalaureate certificates or postgraduate diplomas).

3.4. Attrition Rates

This section of the Graduate Enrolment Report shows the most significant changes from the 2015-16 version, due to using new, sustainable data sources. We have extended the length of our analysis back to 1999-2000 in order to highlight trends, which are the most reliable indicators given the complexity of calculating attrition rates. In general, Master's attrition rates are falling. Doctoral attrition remains an area of concern. While we would never want the attrition rate to be 0% - because a PhD is not for everybody – it is particularly expensive to both students and the institution when doctoral students leave late in their programs.

In the chart below, each cohort of graduate students starting in a given academic year has been divided into those who still had an active registration as of June 2015 and those who have obtained a degree. The remainder (“in attrition”) consists of those who have left the University without any credential. Students currently recorded as “still active” may either convocate or leave their program without a degree. Thus attrition rates become increasingly speculative as we move toward the present.

In the aggregate table that follows, we decline to calculate attrition rates for cohorts that fall within the average time to completion of a PhD (~6 years, or 2011-12) – of course, this hides the Master's rates. The program-specific tables that follow break out this information more fully.

	Applicants Registered	Convocations	Still Active	In Attrition	Attrition rate
1999-00	1,284	1,035	0	249	19%
2000-01	1,351	1,143	0	208	15%
2001-02	1,441	1,209	1	231	16%
2002-03	1,630	1,379	0	251	15%
2003-04	1,739	1,481	0	258	15%
2004-05	1,654	1,403	0	251	15%
2005-06	1,601	1,361	4	236	15%
2006-07	1,825	1,537	8	280	15%
2007-08	2,026	1,716	19	291	14%
2008-09	2,085	1799	32	254	~12%
2009-10	2,367	2004	95	268	~11%
2010-11	2221	1797	191	233	~10%
2011-12	2337	1763	340	234	~10%
2012-13	2274	1448	600	226	N/A
2013-14	2331	1240	901	190	N/A
2014-15	2171	571	1453	147	N/A
2015-16	2201	53	2066	82	N/A
Fall 2016	1942	0	1941	1	N/A

Source: Extracted from PeopleSoft; internal script

Notes: (1) Figures are calculated taking into account the convocant's program at the time of admission; (2) Excludes students in other program categories (qualifying, visiting and probationary students as well as people registered in post baccalaureate certificates or postgraduate diplomas); (3) Academic year figures (Sept to Aug) for 2016-17 were extracted from December archive, which includes Fall term numbers only; (4) ~ = approximately.

3.4.1. Doctoral Attrition Rates

Attrition rates become increasingly speculative as we move to the present. Since the average time to completion for PhD students at the University of Alberta is greater than six years, the attrition rates from 2011-12 onward should be disregarded, and those for the preceding two or three years used only cautiously. Tracking the absolute *number* of convocating, still active and remaining students is useful to view over time, and that is why those figures have been reported here.

Importantly, these tables do not indicate when students leave the PhD program. Generally speaking, the later, the more expensive – for both students and the university. The rule that students complete candidacy exams within the first 36 months of a PhD program is designed to provide a solid checkpoint before students get too far along.

	Applicants registered	Convocations	Still active	In attrition	Attrition rate
1999-00	327	231	0	96	29%
2000-01	351	267	0	84	24%
2001-02	386	300	0	86	22%
2002-03	413	325	0	88	21%
2003-04	440	354	0	86	20%
2004-05	392	283	0	109	28%
2005-06	376	280	2	94	25%
2006-07	455	343	7	105	23%
2007-08	450	347	15	88	20%
2008-09	477	376	20	81	~17%
2009-10	547	395	73	79	~14%
2010-11	507	303	136	68	~13%
2011-12	502	204	225	73	N/A
2012-13	532	74	379	79	N/A
2013-14	469	29	389	51	N/A
2014-15	458	6	401	51	N/A
2015-16	452	0	420	32	N/A
Fall 2016	357	0	357	0	N/A

Source: PeopleSoft; internal script

Notes: (1) Figures are calculated taking into account the convocant's program at the time of admission. This has implications for students who move from Master's to PhD programs without formally reapplying (and, conversely, for students who are repositioned in Master's programs from the doctoral programs they entered, usually as a result of a failed candidacy exam); (2) Academic year figures (Sept to Aug) for 2016-17 were extracted from December archive, which includes Fall term numbers only; (3) ~ = approximately.

3.4.2. Thesis-Based Master's Attrition Rates

A reminder that attrition rates become more speculative as they approach the present, and that average time to completion for a Thesis-Based Master's degree is currently 3.41 years.

	Applicants registered	Convocations	Still active	In attrition	Attrition rate
1999-00	534	451	0	83	16%
2000-01	556	487	0	69	12%
2001-02	585	504	0	81	14%
2002-03	674	581	0	93	14%
2003-04	643	560	0	83	13%
2004-05	646	566	0	80	12%
2005-06	613	532	1	80	13%
2006-07	649	561	1	87	13%
2007-08	702	597	3	102	15%
2008-09	726	633	10	83	11%
2009-10	801	711	17	73	9%
2010-11	689	585	36	68	10%
2011-12	740	591	78	71	10%
2012-13	782	566	144	72	~9%
2013-14	752	451	239	62	~8%
2014-15	748	192	511	45	N/A
2015-16	763	5	724	34	N/A
Fall 2016	706	0	705	1	N/A

Source: PeopleSoft; internal script

Notes: (1) Figures are calculated taking into account the convocant's program at the time of admission; (2) Excludes students in other program categories (qualifying, visiting and probationary students as well as people registered in post baccalaureate certificates or postgraduate diplomas); (3) Academic year figures (Sept to Aug) for 2016-17 were extracted from December archive, which includes Fall term numbers only; (4) ~ = approximately.

3.4.3. Course-Based Master's Attrition Rates

A reminder that attrition rates become more speculative as they approach the present, and that average time to completion for a Course-Based Master's degree is currently 2.79 years.

	Applicants registered	Convocations	Still active	In attrition	Attrition rate
1999-00	423	353	0	70	17%
2000-01	444	389	0	55	12%
2001-02	470	405	1	64	14%
2002-03	543	473	0	70	13%
2003-04	656	567	0	89	14%
2004-05	616	554	0	62	10%
2005-06	612	549	1	62	10%
2006-07	721	633	0	88	12%
2007-08	874	772	1	101	12%
2008-09	882	790	2	90	10%
2009-10	1,019	898	5	116	11%
2010-11	1025	909	19	97	~9%
2011-12	1095	968	37	90	~8%
2012-13	960	808	77	75	~8%
2013-14	1110	760	273	77	N/A
2014-15	965	373	541	51	N/A
2015-16	986	48	922	16	N/A
Fall 2016	879	0	879	0	N/A

Source: PeopleSoft; internal script

Notes: (1) Figures are calculated taking into account the convocant's program at the time of admission; (2) Excludes students in other program categories (qualifying, visiting and probationary students as well as people registered in post baccalaureate certificates or postgraduate diplomas); (3) Academic year figures (Sept to Aug) for 2016-17 were extracted from December archive, which includes Fall term numbers only; (4) ~ = approximately.

4. National Comparisons

At present, there are two main data sources for understanding graduate enrolment trends across Canada. The Canadian Association for Graduate Studies (CAGS) publishes annual Statistical Reports on enrolments by degree, by province, by field of study and by demographic characteristics. It correlates data from all graduate degree granting Canadian universities.

The second source of information comes from the U15 Group of Canadian Research Universities Data Exchange. This data provides a better basis for comparison. However, it is not public.

For this year's Graduate Enrolment report, we focused on recent U15 material that allows us to compare the University of Alberta's thesis-based degrees (both Master's and PhD) with those of our peers in two areas: rate of completion, and time to completion. While we are not at liberty to reproduce raw data, we can describe the latest results of a recurrent analysis.

In June 2014, the U15 Group of Canadian Research Universities released a study of graduate students' academic progression for the cohorts of doctoral students who began their programs in 2003 and 2007, and for the research master's cohort that began in 2007. A team at the Université de Montréal prepared the study, which is the twelfth set of published results on times to completion for graduate students in Canadian institutions.

The times to completion study follows students forward, defining a cohort at the beginning of their programs and tracking calendar time elapsed until the last term of study. For doctoral students, the measure of success is degree completion, whereas for Master's students, success is measured in terms of completion or promotion to a doctoral program. The results include absolute completion rates, length of study and cumulative completion rates over time. (The authors note that the distribution of students across disciplinary divisions can significantly affect both average completion rates and completion times.)⁴

Overall, student cohorts at the University of Alberta show high rates of program completion (or promotion): both the 2003 doctoral cohort and the 2007 master's cohort are above the U15 average for success in this category, with the doctoral cohort ranking 4th in the U15. The rate of completion for University of Alberta doctoral candidates has also steadily improved over time. Degree completion after nine years by the 1999 doctoral cohort was below the U15 average, whereas, five years later, the 2003 cohort had a nearly 10% higher completion rate, well above the U15 average.

In contrast, times to completion for both doctoral and research Master's students at the University of Alberta are relatively high. Compared to the U15 average, students in the 2003 doctoral cohort took, on average, 1 term longer to complete their programs, and those in the 2007 research master's cohort took an additional 1.6 terms to complete their degrees.

⁴ For example, in the 2003 doctoral cohort, the Sciences and Health Sciences students had the highest completion rates (U15 average above 77%), whereas the Engineering students had the fastest completion times (U15 average of 4.9 years). In an internal UofA multi-variate analysis conducted during the last year, our data demonstrates that students in the Health Sciences are most likely to complete (though there is a range, from a low of 70% in Pharmacy and Pharmaceutical Sciences to a high of 89% completion in Medicine and Dentistry). Engineering doctoral students complete at the rate of 76%: the same as ALES and Nursing.

Combined completion and retention of the 2007 doctoral cohort after five years at the university, an early indicator of success, is just below the U15 average. However, given longer-than-average completion times in the 2003 cohort and a high percentage of students still enrolled at the time of the study, the overall success rate for the 2007 doctoral cohort may still be strong.

Although we must close on a note of caution, since some of this data is soft and important variation (by program, by field of study, by international vs domestic, etc.) can be obscured by generalization, the key takeaways here are that our thesis-based Master's and PhD students have strong rates of degree completion, and we have been improving our time-to-degree, relative to our peer institutions.

OUTLINE OF ISSUE
Advice, Discussion, Information Item

Agenda Title: **University of Alberta Museums Annual Report for the Period
July 1, 2015 – September 30, 2016**

Item

Proposed by	Janine Andrews, Executive Director, Museums and Collections Services, and Jocelyn Hall, Chair, University of Alberta Museums Policy and Planning Committee (Associate Professor and Associate Chair [Undergraduate], Department of Biological Sciences)
Presenter	Janine Andrews, Executive Director, Museums and Collections Services, and Jocelyn Hall, Chair, University of Alberta Museums Policy and Planning Committee (Associate Professor and Associate Chair [Undergraduate], Department of Biological Sciences)

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the item is (please be specific)	To file an annual report, as requested, with General Faculties Council.
Timeline/Implementation Date	This Annual Report covers a reporting period of July 1, 2015 – September 30, 2016
Supplementary Notes and context	N/A

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity) <For further information see the link posted on the Governance Toolkit section Student Participation Protocol >	<u><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> Acting Vice-Provost (Learning Services) (as non-voting member of the Policy and Planning Committee)
	<u><i>Those who have been consulted:</i></u> <ul style="list-style-type: none"> University of Alberta Museums Policy and Planning Committee (November 11-15, 2016) for review and approval via electronic vote.
	<u><i>Those who are actively participating:</i></u> <ul style="list-style-type: none"> N/A

Alignment/Compliance

Alignment with Guiding Documents	N/A
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<ol style="list-style-type: none"> Post-Secondary Learning Act (PSLA): GFC has responsibility, subject to the authority of the Board of Governors, over academic affairs. (Section 26(1)) GFC has thus established policies governing University Museums Collections, as set out in University of Alberta Policies and Procedures On-Line (UAPPOL). GFC Policy: The University of Alberta Museums Annual Report is one of several reports from non-GFC committees/entities requested to provide an annual report to GFC. GFC Terms of Reference (GFC Procedures (GFC Agendas (Reports)): "Reports not requiring action by GFC will be discussed by

Item No. 17C

	<p>the Executive Committee (with committee chairs in attendance) and placed on the GFC agenda for information. If a GFC member has a question about a report, or feels that the report should be discussed by GFC, the GFC member should notify the Secretary to GFC, in writing, two business days or more before GFC meets so that the committee chair can be invited to attend. Such reports will be discussed as the last of the standing items.” (Section 4.a.)</p> <p>Annual reports are made available to GFC online (GFC, February 24, 2003, Minute 14).</p>
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Attachments

1. University of Alberta Museums Annual Report 2015 - 2016 (page(s) 1 - 19)

Prepared by: Jill Horbay, Communications and Marketing Coordinator, Museums and Collections Services, horbay@ualberta.ca, 780.492.3802



museums

UNIVERSITY OF ALBERTA

ANNUAL REPORT

July 1, 2015 to September 30, 2016



UNIVERSITY OF ALBERTA MUSEUMS ANNUAL REPORT

*including the report of the University of Alberta Museums
Policy and Planning Committee*

ANNUAL REPORT

July 1, 2015 to September 30, 2016



Left to Right: Mrs. Cornelia Morcos, Chair of the Board of Governors Michael Phair, University of Alberta Museums Executive Director Janine Andrews

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FAST FACTS

Dr. Fawzy and Mrs. Cornelia Morcos donated Kosso Eloul's sculpture *Signalos III* to the University of Alberta Art Collection. An internationally renowned sculptor, Kosso Eloul was a key figure in twentieth century sculpture in Canada. This sculpture was installed on campus on the southeast corner of 114th street and 87th avenue in July 2016.

MISSION

We are committed to initiating and leading innovative museum strategies and solutions that ensure the University of Alberta Museums are relevant to the University of Alberta academic, research, and community engagement missions and to make the University of Alberta Museums collections accessible to students and researchers and our diverse local and international communities.

MANDATE

University of Alberta Museums provide museum leadership in strategies and services to assist the 29 University of Alberta Museums in fulfilling their academic mission at the University of Alberta by:

- Providing a framework for our distributed academic museum model and committee structures;
- Ensuring physical and intellectual access to museum collections and associated knowledge through diverse programs that engage our communities;
- Developing digital/multimedia collections-based initiatives that support research, teaching, and fiduciary requirements;
- Developing standards and programs that affect collections care for access, storage, risk management, and emergency preparedness;
- Maintaining a policy and procedure framework within UAPPOL that facilitates compliance with museums standards;
- Ensuring curatorial and stewardship initiatives for the University of Alberta Art Collection, including the Mactaggart Art Collection.

This report summarizes the activities of the University of Alberta Museums Policy and Planning Committee, with selected highlights from University of Alberta Museums activities and achievements from July 1, 2015 to September 30, 2016.



FAST FACTS

A total of over 2,200,000 collection files have been downloaded from the iDigBio website between August 2015 and June 2016. These files have been made publically available on the iDigBio website for six biological sciences collections including Vascular Plant, Entomology, Ichthyology, Ornithology, Mammalogy and Herpetology.

The University of Alberta Museums Policy and Planning Committee met formally on January 20, 2016 and March 30, 2016.



FAST FACTS

The University of Alberta Museums has had its content displayed approximately 960,000 times on social media (impressions) over the last year which lead to a 1.23 per cent engagement rate (industry average is 0.9 per cent). Impressions were up 600 per cent over last year (157,000) and the engagement rate percentage rose by 0.53 per cent.



2.1

ACTIVITY ONE

University of Alberta Museums and Collections Policy

The following key policy compliance tasks and activities were discussed:

- The University of Alberta Museums held focus groups with Curators in order to submit a document to President Turpin to include in the University of Alberta's strategic planning process.
- The University of Alberta Museums will be reviewing the existing UAPPOL Museums policies as required by the Office of the Provost every five years.
- The Policy and Planning Committee and Curators discussed that the current UAPPOL contract signing authority policy and delegation matrix in relation to the University of Alberta Museums is not working for collections across campus. The University of Alberta Museums will make recommendations for changes to be considered by Senior Administration to better facilitate compliance with the Museums policy and associated regulations.
- The University of Alberta Museums is working to develop a compliance survey in order to determine whether the University of Alberta Museums collections are complying with the UAPPOL Museums and Collections Policy.
- The University of Alberta Museums has been informed of the transfer of the Ice Core Collection from National Resources Canada to the University of Alberta. The Policy and Planning committee agreed that this collection should fall under the UAPPOL Museum and Collections Policy as the objects in the collection are by definition museum objects (rare and irreplaceable).
- The Committee voted unanimously to approve the deaccession of the last groupings of objects from the Dentistry Collection via an electronic vote.



FAST FACTS

Curator of the Mammalogy Collection, Andrew Derocher, co-authored a study on the migratory response of polar bears to sea ice loss that was published in the peer-reviewed journal *Ecography*.



2.2

ACTIVITY TWO

Research Collection Purpose-Built Facilities

The University of Alberta Museums has worked with various departments, faculties and Building Services to ensure that adequate storage facilities exist for short and long-term care of the University of Alberta Museums collections. For the continued evolution and operation of the University of Alberta Museums research collection facilities, purpose-built spaces are still required and the Policy and Planning Committee and Curators continued to discuss this need.

The following facility updates and issues for the University of Alberta Museums collections were reported during this period:

- Human Ecology's Clothing and Textile Collection is looking into installing a new security system with cameras to address the threat of vandalism and theft.
- Negotiations continue in order to move the Laboratory for Vertebrate Paleontology collection (approximately 50,000 specimens) to the Centennial Centre for Interdisciplinary Science (CCIS) to improve storage conditions.
- The Parasite Collection's dry slide collection (21,000 specimens) was relocated from the fourth floor of the Biological Sciences building to the seventh floor.
- The Vascular Plant Herbarium converted an adjacent room into a preparatory space to allow for safer integration of new material into the collection. This new prep room will allow for proper inspection and drying of specimens prior to them entering the main storage area, which will better protect the existing collection from potential infestation.



FAST FACTS

Twenty-four tours in the Print Study Centre brought in approximately 300 researchers, students and visitors to see the 3,500 prints part of the University of Alberta's Art Collection.

- The type specimens from the Paleobotanical Collection were relocated from the sub-basement of the Zoology Wing in the Biological Sciences to the fourth floor of the Botany Wing and underwent a complete inventory and digitization during this process. Additionally, the acetate peels in the Paleobotanical Collection were successfully relocated to the fourth floor of the Botany Wing into a much more suitable environment that will aid in their long-term preservation.
- The University of Alberta Museum of Zoology's Mammalogy Collection underwent a major storage reorganization and improvement project in the summer of 2015. The collection was collated and reorganized onto the eleventh floor of the Biological Sciences building. A complete inventory of the collection is ongoing as a direct result of this project.
- The Pathology Gross Teaching Collection underwent storage upgrades to protect wet specimens in the Pathology Museum from damage. A full inventory was completed simultaneously and the collection now has item-level location assignments.



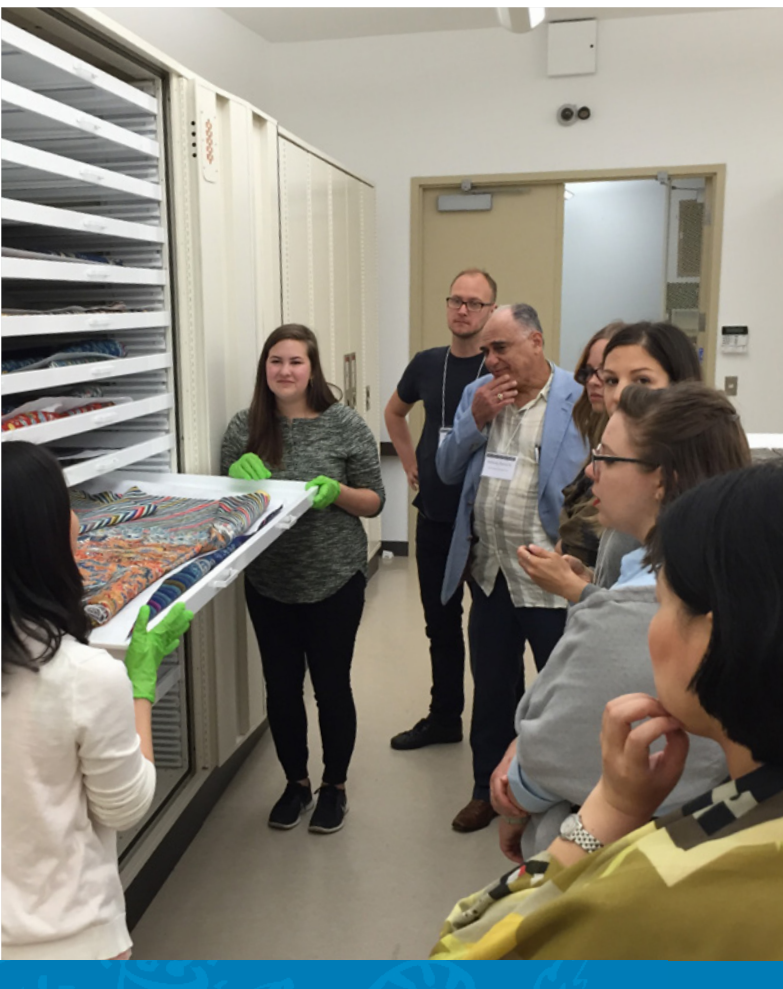
- The Mactaggart Art Collection underwent storage upgrades to its three-dimensional textiles to prevent further creasing, to its albums to protect paper from ink transfers, and to its scrolls to protect silk edges.
- With funding through the Alberta Museums Association and the University of Alberta Museums, an Integrated Pest Management (IPM) program is currently being implemented in 10 at-risk collections to include sustainable prevention, monitoring, and response processes for long-term preservation. These collections include:
 - » University of Alberta Art Collection (including Mactaggart Art, Historical, and Ethnography collections)
 - » University of Alberta Museum of Zoology (including Mammalogy, Ornithology, Ichthyology, and Amphibian and Reptile collections)
 - » Canadian Centre for Ethnomusicology
 - » Bohdan Medwidsky Ukrainian Folklore Archives
 - » E.H. Strickland Entomological Museum
 - » Vascular Plant Herbarium
 - » Renewable Resources Natural History Collection
 - » Clothing and Textiles Collection
 - » Cryptogamic Herbarium
 - » Bryan/Gruhn Ethnographic Collection
 - » The project will also include a review and integration of the IPM program at the University of Alberta Museums Galleries at Enterprise Square.
- Pest issues in the Ornithology Collection in the Zoology Museum – which affected approximately 19,000 specimens between the two collections – have been resolved as there are no new or recurring infestations. Monitoring is still ongoing.
- A mouse infestation was discovered in the Osteology Collection, which required all cabinets to be emptied, cleaned and disinfected. Several specimens required treatment to clean and disinfect them. One specimen was permanently damaged as a result of staining from the infestation. Mice were also found near collection spaces in the basement of the Henry Marshall Tory building.
- Water issues continue to be a concern in the storage and lab spaces for the Laboratory for Vertebrate Paleontology collection. With heavy rainfalls in the summer, leaks were discovered along the North-East walls and under the wooden flooring. Building Services assessed the leaks and determined the leaks are part of larger structural problems with the building.

There are approximately 120 locations on campus that house collections. Roughly 53 locations, housing 1.61 million specimens and objects, were affected with facility updates and issues this reporting period. Only one of the collections locations is fully CPPERB compliant.



FAST FACTS

Forty-seven tours in the Mactaggart Art Collection brought in approximately 500 researchers, students and visitors to see some of the 1,000 impressive works of art and artifacts in the collection.



Delegates viewing the Mactaggart Art Collection as part of the Dressing Global Bodies conference.

2.3

ACTIVITY THREE

Reaccreditation of Recognized Museum Status

University of Alberta Museums has successfully undergone reaccreditation with the Alberta Museums Association, a process that occurs every five years. The University of Alberta Museums has gained the Recognized Museum designation from the Alberta Museums Association. Museums earn this designation after participating in the Recognized Museum Program, an initiative designed to strengthen the Association's accountability toward the public funds it distributes through grants and programming to the province's museums. This accreditation is essential to the University of Alberta Museums for several reasons:

- To ensure eligibility for key grants which are distributed by the Alberta Museums Association on behalf of the Government of Alberta
- To demonstrate that the University of Alberta Museums is committed to maintaining professional standards of museum practice
- To appreciate that the University of Alberta Museums plays a strong role within the museum community and will continue to be a leading museum model.

2.4

ACTIVITY FOUR

For the Public Good

University of Alberta Museums Galleries at Enterprise Square

At the conclusion of the three-year pilot project with the City of Edmonton for the University of Alberta Museums Galleries at Enterprise Square, a new funding model was submitted to City of Edmonton Officials and presented to City Councillors in November 2015. However, the motion requesting new funds of \$350,000 per year was withdrawn by City Councillors and therefore not deliberated by City Council during the budget meetings, thus ending the collaboration effective March 31, 2016.

The Policy and Planning Committee and Curators discussed this initiative. The majority along with the University of Alberta Museums remain committed to this space for these reasons:

- The University of Alberta Museums require space to present the diverse and extensive museum collections and their associated knowledge to a broad public audience;
- With the University of Alberta focus on community engagement, this venue provides a location through which the University of Alberta can involve diverse communities of not only the collections on campus, but the University as a whole;
- To remain accredited and be eligible for museum grants, the University of Alberta Museums and the associated collections require space to provide access to the Alberta public and beyond;

- The gallery space at Enterprise Square meets environmental requirements such as temperature, humidity, and security for exhibiting collections that are museum quality and certified as cultural property.

However, the Policy and Planning Committee, Curators, and University of Alberta Museums also recognize the following issues: there is currently no long-term commitment for the space and no commitment to funding in order to operate the space. The combination of these two factors makes it difficult to develop a long-term plan, create efficiencies, build community partnerships, and seek out external funding opportunities.

A funding request for \$350,000 has been granted by the Office of the Provost for the 2016/17 year to continue operations and programming for the University of Alberta Museums Galleries at Enterprise Square on a one-year basis.



Left to Right: Lyndal Osborne, Liz Ingram, Walter Jule



Sculpture cleaning of *The Visionaries*

Community Engagement

The University of Alberta Museums produced a total of 16 exhibitions in the University of Alberta Museums Galleries at Enterprise Square – nine were produced by the University of Alberta Museums and seven were community exhibitions as part of the City of Edmonton funded partnership. In addition, there were a total of 30 public programs that supported the exhibition content, which ranged from lectures and panel discussions to receptions and film screenings. Total attendance for this reporting period was approximately 8,000 visitors while the gallery was open three half-days per week for a total of 175 days.

Internship Programs

The Committee adjudicated applications to the Friends of the University of Alberta Museums Internship in Museum Innovation again in both 2015 and 2016. University of Alberta Museums hired two student interns in summer of 2015 (Alexandra Rocca, Paleontology, and Brittany Wingert, Entomology) and one intern for the summer of 2016 (Taylor Barry, Biological Sciences, Environmental Studies). These positions were funded by the University of Alberta Museums and an annual donation by the Friends of the University of Alberta Museums. The interns undertook various projects in all areas of museum practice including exhibition preparation, conservation, data collection, collections management, public programs, and marketing.

The Friends Internship continues to be an important opportunity for undergraduate students to get much needed diverse experience in museum practice to assist them in their future career paths.



Recognition

One curator and one volunteer were honoured at the annual University of Alberta Museums Celebration in April 2016.

Curator Hall of Fame Inductee

- Cindy Paszkowski
Museum of Zoology: Amphibian and Reptile Collection, and the Ornithology Collection

Volunteer of the Year

- Kelsey Koon
Volunteer, W.G. Hardy Collection of Ancient Near Eastern and Classical Antiquities





**EXHIBITIONS:
BEING A PART OF A VIBRANT DOWNTOWN COMMUNITY**

**COMMUNITY
EXHIBITIONS**

**(COORDINATED BY
UNIVERSITY OF
ALBERTA MUSEUMS)**

Found Flock
June 11 – August 1, 2015

**Celebrating Connections:
Multicultural Weddings in
Alberta**
May 28 – August 1, 2015

Monarch
May 28 – August 1, 2015

**Recollections: An Imperfect
Schematic**
August 20 – October 10, 2015

Arche-Textures
August 20 – October 10, 2015

Mind Games
August 20 – October 10, 2015

**Do It Yourself: Collectivity
and Collaboration in Edmonton**
November 27, 2015 – March 5, 2016
(Curated by the Art Gallery of Alberta)

**UNIVERSITY OF ALBERTA
MUSEUMS EXHIBITIONS**

**Le Corps en Question(s)² /
The Body in Question(s)²**
June 18 – August 22, 2015

**Brain Storms:
UAlberta Creates**
September 25 – January 23, 2016

You, the Wind and the Sound
October 29 – November 28, 2015

**The Mactaggart Art Collection:
Beyond the Lens**
March 18 – July 30, 2016

**China through the Lens of
John Thomson (1868-1872)**
March 18 – July 30, 2016

Tempo of China
May 12 – July 30, 2016

**Show Me Something
I Don't Know**
May 19 – July 2, 2016

Dandy Lines
June 16 – July 9, 2016

A Little Bit of Infinity
August 11, 2016 – January 28, 2017

A

POLICY AND PLANNING COMMITTEE MEMBERSHIP 2015/16

Chair**Jocelyn Hall***Curator, Vascular Plant Herbarium and Chair, Curators Committee
Department of Biological Sciences***Ex Officio (voting)****Janine Andrews***Executive Director, University of Alberta Museums***Rosalind Sydie***President, Friends of the University of Alberta Museums***Ex Officio (non-voting)
2015/2016****Gerald Beasley***Vice-Provost, Learning Services***General Faculties Council
(elected)****Andrew Greenshaw***Department of Psychiatry***Joseph Patrouch***Wirth Institute for Austrian and Central European Studies & Department of History and Classics***Curators Committee
(elected)****Heather Proctor***Curator, Freshwater Invertebrate Collection
Department of Biological Sciences***Pamela Mayne Correia***Curator, Bryan/Gruhn Ethnographic Collection, Fossil Hominid Cast Collection, Osteology Collection
Department of Anthropology***Michael Caldwell***Curator, Higher Vertebrates
Department of Biological Sciences***Allen Shostak***Curator, Parasitology
Department of Biological Sciences***Undergraduate Student
Representative (voting)****Ziyue (Lily) Zhang****Graduate Students'
Association
Representative (elected)****Scott Wilson***Department of Biological Sciences***Committee Secretariat
(non-voting)****Frannie Blondheim***Associate Director, University of Alberta Museums (Issues Management)*

B

 DIRECTORY OF REGISTERED COLLECTIONS OF THE UNIVERSITY OF ALBERTA MUSEUMS

Faculty of Arts**Department of Anthropology**

Bryan/Gruhn Archaeology Collection

Curator: Pamela Willoughby

Bryan/Gruhn Ethnographic Collection

Curator: Pamela Mayne Correia

Fossil Hominid Cast Collection

Curator: Pamela Mayne Correia

Osteology Collection

Curator: Pamela Mayne Correia

Zooarchaeology Reference Collection

Curator: Robert Losey

Department of History and Classics

W.G. Hardy Collection of Ancient

Near Eastern and Classical Antiquities

Curator: Jeremy Rossiter

**Department of Modern Languages
and Cultural Studies**

Bohdan Medwidsky Ukrainian Folklore Archives

Curator: Andriy Nahachewsky

Department of Music

Canadian Centre for Ethnomusicology

Curator: Michael Frishkof

**Faculty of Agricultural, Life
and Environmental Sciences****Devonian Botanic Garden**

Devonian Botanic Garden Herbarium

Curator: René Belland

Department of Human Ecology

Clothing and Textiles Collection

Curator: Anne Bissonnette

Department of Renewable Resources

Renewable Resources

Natural History Collection

Curator: John Acorn

Soil Science Collection

Curator: Scott Chang

Faculty of Medicine & Dentistry**Department of Laboratory
Medicine and Pathology**

Pathology Gross Teaching Collection

Curator: David Rayner

School of Dentistry

Dentistry Museum Collection

Curator: Loren Kline

Faculty of Science

Department of Biological Sciences

Cryptogamic Herbarium

Curator: Catherine La Farge-England

Vascular Plant Herbarium

Curator: Jocelyn Hall

Paleobotanical Collection

Curator: Eva Koppelhus

E.H. Strickland Entomological Museum

Curator: Felix Sperling

Freshwater Invertebrate Collection

Curator: Heather Proctor

Jim van Es Marine Invertebrate
and Malacology Collection

Curator: Richard Palmer

Museum of Zoology

*Curator: Cindy Paszkowski (Amphibian and
Reptile Collection / Ornithology Collection)*

Curator: Alison Murray (Ichthyology Collection)

*Curator: Andrew Derocher (Mammalogy
Collection)*

Parasite Collection

Curator: Allen Shostak

Laboratory for Vertebrate Paleontology

Curator: Michael Caldwell (Higher Vertebrates)

Curator: Philip Currie (Dinosaur Collection)

Curator: Alison Murray (Fossil Fishes Collection)

Department of Earth and Atmospheric Sciences

Drill Core Collection

Curator: John-Paul Zonneveld

Invertebrate Paleontology Collection

Curator: Lindsey Leighton

Meteorite Collection

Curator: Christopher Herd

Mineralogy and Petrology Collection

Curator: Tom Chacko

Trace Fossil Collection

Curator: Murray Gingras

Museums and Collection Services

University of Alberta Art Collection

Curator: Jim Corrigan

Mactaggart Art Collection

Curator: Vacant



MUSEUMS AND COLLECTIONS SERVICES STAFF

Janine Andrews
Executive Director

Emily Beliveau
Collections Management
Advisor (Humanities)

Frannie Blondheim
Associate Director

Jennifer Bowser
Collections Management
Advisor (Registration /
Preventive Conservation)

Bryan Brunet
Collections Management
Advisor (Natural Sciences)

Jim Corrigan
Curator, University of Alberta
Art Collection

Matthew Hills
Assistant Curator, University
of Alberta Art Collection

Jill Horbay
Communications and
Marketing Coordinator

Tom Hunter
Collections Assistant,
University of Alberta
Art Collection

Jillian Kuzyk
Administration Assistant
(November 2015 – June 2016)

Denis La France
Senior Systems Administrator

Christina Marocco
Administrative Team Lead

Julie-Anne Peddle
Administrative Assistant
(started September 2016)

Riva Symko
Gallery Lead, University of
Alberta Museums Galleries
at Enterprise Galleries

Jim Whittome
Museums Collections
Management (until
September 2016)

**Museums and Collections
Services Temporary Staff**

Taylor Berry
Intern (Summer 2016)

Joseph Doherty
Curatorial Assistant, University
of Alberta Art Collection
(until March 2016)

Lacey Huculak
Volunteer Coordinator
(started August 2016)

Seamus McDougall
Collections Assistant
(until December 2015)

Alexis Millar
Social Media and
Communication Assistant
(started July 2016)

Alexandra Rocca
Intern (Summer 2015)

Julia Rudko
Collections Assistant (Location
Tracking Project)
(started July 2016)

Sarah Spotowski
Curatorial Assistant, University
of Alberta Art Collection
(started April 2016)

Jessica Tofflemire
Collections Assistant (Pest
Management Integration)

Brittany Wingert
Intern (Summer 2015)



FRIENDS

**Friends of the
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FAST FACTS

Total attendance at the University of Alberta Museums Galleries at Enterprise Square this reporting period was approximately 8,000 visitors while the gallery was open three half-days per week for a total of 175 days.



An Australian-Canadian team, including Michael Caldwell, Curator of Higher Vertebrates in the Laboratory for Vertebrate Paleontology, re-examined one of the most important and controversial fossils of modern times, *Tetrapodophis*. This Brazilian fossil from the age of the dinosaurs was a tiny snake-like creature that was described last year as a primitive snake. However, the new study reveals that *Tetrapodophis* had the wrong body shape for burrowing and instead possessed a suite of adaptations that are typical of aquatic animals. This study appears in the journal *Cretaceous Research*.

In this reporting period, over 1,700 new images have been added to the University of Alberta Art Collection's database.

The University of Alberta Museums Collections Management team upgraded 56 client machines across campus with a new version of Mimsy – the collections management system used by the University of Alberta Museums.

Over 308,000 views occurred on the U of A Museums website from 59,000 users – 36.3 per cent were returning and 63.7 per cent were new. There were 38,000 more views than last year and 9,000 more users viewing the website.



The Mactaggart Art Collection Lecture Series launched in October 2015. The lecture series contained four sessions and each contained 3-4 lectures plus a panel discussion. Fourteen leading scholars of late imperial Chinese history from around the world shared with the public their historical knowledge of individual items in the Mactaggart Art Collection.

Data from the Herpetology, Ornithology and Ichthyology collections has been used for an up-and-coming paper by VertNet that was published this summer. VertNet is a NSF-funded collaborative project that makes biodiversity data free and available on the web.

Curator of the Freshwater Invertebrate Collection, Heather Proctor has been published along with her colleagues in the *Molecular Phylogenetics and Evolution* Journal for their work on water mites (Hydrachnidia), which are a part of the Freshwater Invertebrate Collection.



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OUTLINE OF ISSUE
Advice, Discussion, Information Item

Agenda Title: **Student Conduct and Accountability Annual Statistical Report**

Item

Proposed by	Deborah Eerkes, Director, SCA
Presenter	Deborah Eerkes, Director, SCA

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the item is (please be specific)	To provide the GFC Campus Law Review Committee (CLRC), the GFC Executive Committee, and the Board Learning and Discovery Committee (BLDC) with the annual statistics of Student Conduct and Accountability for the 2015-16 academic year.
Timeline/Implementation Date	N/A
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity)	<u>Those who have been informed:</u> <ul style="list-style-type: none"> • Michael Peterson, Appeals and Compliance Officer • GFC Campus Law Review Committee – November 24, 2016 • GFC Executive Committee – December 5, 2016 • General Faculties Council – January 30, 2016 (for information) • Board Learning and Discovery Committee – February 27, 2017
	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> •
	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> •

Alignment/Compliance

Alignment with Guiding Documents	Institutional Strategic Plan - <i>For the Public Good</i> , Comprehensive Institutional Plan
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p>1. Post-Secondary Learning Act (PSLA): The <i>Post-Secondary Learning Act (PSLA)</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)) and “general supervision of student affairs” (Section 31), including authority concerning “student discipline”.</p> <p>2. GFC Campus Law Review Committee Terms of Reference: “5. Reporting Requirements Discipline Cases: [...] The Appeals Coordinator on behalf of the Campus Law Review Committee will submit annually to GFC in the fall, statistical information on discipline cases [...] As far as is practical, comparative information from the most recent reporting period will be included.</p> <p>3. GFC Executive Committee Terms of Reference: “5. Agendas of General Faculties Council</p>

Item No. 17D

GFC has delegated to the Executive Committee the authority to decide which items are placed on a GFC Agenda, and the order in which those agenda items appear on each GFC agenda.”

4. General Faculties Council Terms of Reference:

“4a. Reports not requiring action by GFC will be discussed by the Executive Committee (with committee chairs in attendance) and placed on the GFC agenda for information. If a GFC member has a question about a report, or feels that the report should be discussed by GFC, the GFC member should notify the Secretary to GFC, in writing, two business days or more before GFC meets so that the committee chair can be invited to attend. Such reports will be discussed as the last of the standing items.”

5. Board Learning and Discovery Committee (BLDC) Terms of Reference/Mandate of the Committee (Section 3): “Except as provided in paragraph 4 hereof and in the Board’s General Committee Terms of Reference, the Committee shall, in accordance with the Committee’s responsibilities with powers granted under the Post-Secondary Learning Act, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the “GFC”), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board.

Without limiting the generality of the foregoing the Committee shall: [...]

e. review and approve the Code of Student Behaviour, the Code of Applicant Behaviour and the Practicum Intervention Policy;

[...]

g. undertake studies and review academic matters that pertain to the quality of the educational experience at the University;

h. monitor educational and research trends, community expectations and demands;

[...]

j. ensure that the academic teaching and research activities at the University are administered and undertaken in a manner consistent with the vision and mission of the University;

k. consider future educational expectations and challenges to be faced by the University [...].”

Attachments

1. Student Conduct and Accountability Statistical Report 2015/16 Academic year (pages 1 - 8)

Prepared by: Deborah Eerkes, Director, SCA, deerkes@ualberta.ca



STUDENT CONDUCT AND ACCOUNTABILITY (SCA)

STATISTICAL REPORT 2015/16 ACADEMIC YEAR

www.ualberta.ca/studentconduct



UNIVERSITY OF ALBERTA
STUDENT CONDUCT
AND ACCOUNTABILITY

MANDATE

Student Conduct and Accountability (SCA) is mandated to deal with issues around the Code of Student Behaviour. Approaching the Code in terms of awareness, prevention and student discipline, SCA strives to ensure that students understand the expectations placed upon them by the Code and are able to participate freely and fully in the university community.

When students are alleged to have engaged in behaviour that violates the Code of Student Behaviour, one of the two Discipline Officers in SCA is assigned to make a decision according to the procedures set out in the Code. Faculty Deans (or designate) make recommendations for severe sanctions in academic misconduct cases, while University of Alberta Protective Services (UAPS) or Unit Directors

make recommendations for charges and sanctions in non-academic misconduct cases. The Discipline Officer meets with the student alleged to have committed the misconduct, investigates the complaint if the facts are in dispute, and makes a finding on whether the student violated the Code. If the student is found responsible, the Discipline Officer decides what sanctions are warranted, using the recommendation from the complainant as a starting point.

Throughout the 2015/16 academic year, Deborah Eerkes and Chris Hackett were the two Discipline Officers under the Code of Student Behaviour.

DISCIPLINE CASES

The two Discipline Officers completed a total of 61 decisions in the 2015/16 academic year. In order to align the numbers with those collected by the Appeals and Compliance Officer, the decisions counted in this report include those in which the appeal deadline falls between July 1, 2015, and June 30, 2016.

The matters before the Discipline Officers are complex, often involving legal or procedural considerations. Investigations take on average 23.5 hours to complete, although the time required ranged from 7 hours for the simplest decision to 177 hours for the most complex. The majority of the cases fell within the 15-30 hour range.

Most academic violations are handled solely at the Faculty level with Intermediate Sanctions under the Code. Appropriately, only the most egregious cases are referred to SCA with recommendations for Severe Sanctions. These cases tend to be more complex in nature and often involve prior offences. Because the statistics cited herein apply strictly to Student Conduct and Accountability, any trends identified in terms of academic misconduct must not be generalized to the entire University. For a total number of academic offences that did not involve a referral to the Discipline Officer, please refer to the Appeals Coordinator's report from University Governance.

UAPS investigates allegations of non-academic misconduct, and of those that fall under the Code of Student Behaviour, sends recommendations for charges and sanctions to the Discipline Officer. In addition, Unit Directors can recommend charges and sanctions to the Discipline Officer for allegations of Inappropriate Use of University Property and Resources relating to their own units.

Finally, the Discipline Officers are responsible to make decisions in two kinds of appeals:

1. Students can appeal a UAPS Violation Notice to the Discipline Officer when they are disputing the facts. The Discipline Officer can uphold or deny the appeal, or vary the fine on the Violation Notice.
2. The second type of appeal relates to complaints made to UAPS in which the Director decides not to recommend charges under the Code. The complainant can appeal to the Discipline Officer, who makes a decision on whether it was reasonable not to lay charges under the Code, or whether an investigation should proceed. In the latter case, the Discipline Officer will initiate an investigation, make a finding and render a decision. This is a change to procedure in the Code of Student Behaviour that took effect in September 2015, and significantly simplifies the process.

TRENDS

Disposition

The 61 case files for the 2015/16 academic year showed an overall increase of 38% over the previous year. Three of those cases were student appeals, and did not involve charges against students. The complexity and seriousness of the offences is reflected in the sanctions imposed in the remaining 58 cases, including 3 expulsions, 9 exclusions, 29 suspensions, 45 orders of conduct probation, 3 fines, and 2 orders of restitution.

Charges were dismissed in 3 cases. The marked increase in severe sanctions is indicative of the increase in serious incidents coming before the Discipline Officers. Of the 58 cases involving charges, 7 were appealed to the University Appeal Board (UAB); 3 were varied (charges upheld), 4 others were still pending at the writing of this report.

Fig. 1 Disposition of Decisions of the Discipline Officer

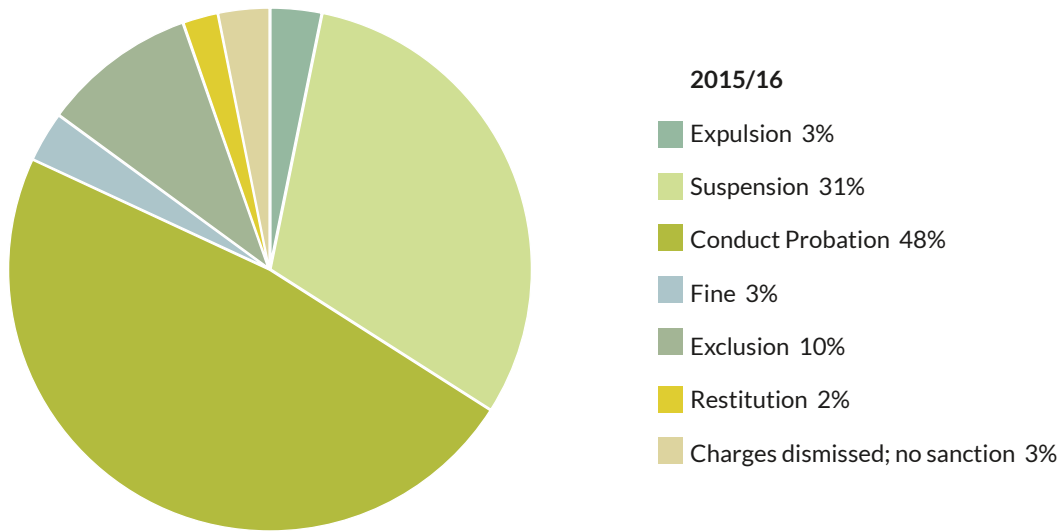


Fig. 2 Severe Sanctions - 3 year comparison

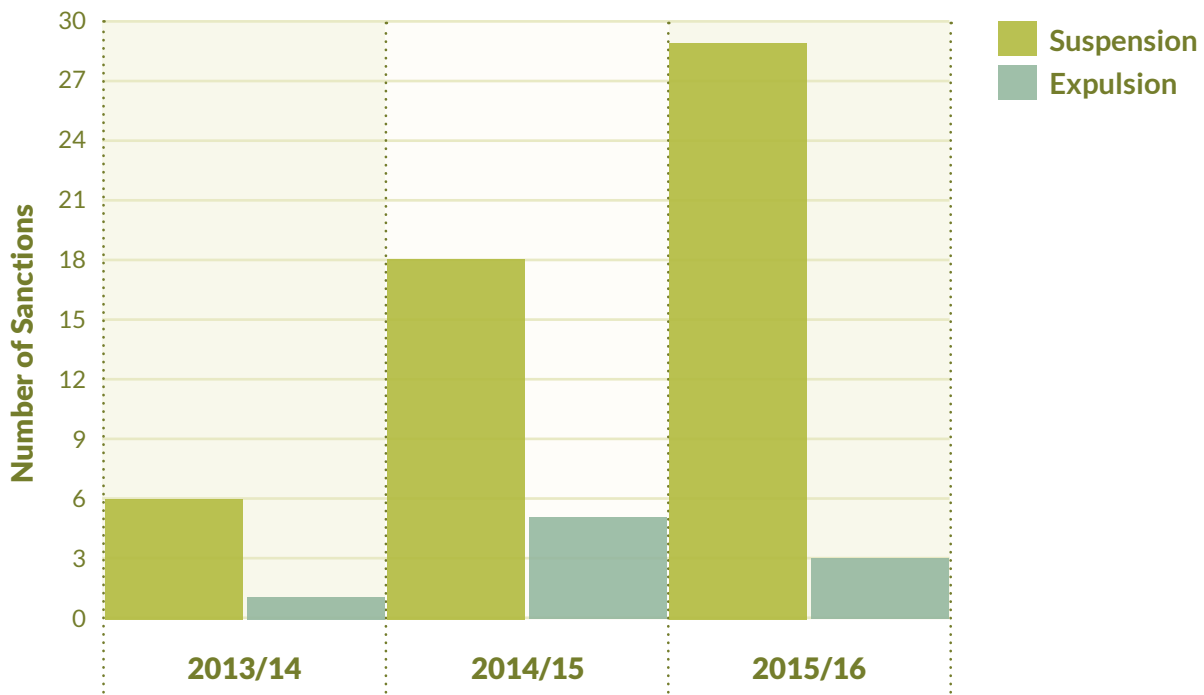


Fig. 3 Disposition of Decisions of the Discipline Officer – 3 year comparison

Note: Some cases result in multiple sanctions, therefore the total number of sanctions imposed (94) is greater than the number of cases (61).

DISCIPLINE OFFICER SANCTION*	NUMBER IMPOSED		
	2013/14	2014/15	2015/16
Expulsion	1	5	3
Suspension	6	18	29
Conduct Probation	24	27	45
Fine	1	2	3
Exclusion	3	7	9
Suspension University Resources	1	0	0
Restitution	2	2	2
Reprimand	3	0	0
Charges upheld; no additional sanction	0	0	0
Charges dismissed; no sanction	6	4	3
Total Sanctions	47	65	94

* In addition to any sanctions imposed by Dean or Unit Director

Case Type

Faculties submitted 26 of our 58 files in which students were charged with academic offences, while roughly 57% came

from University of Alberta Protective Services (non-academic misconduct). See Fig. 4 below for a three year comparison.

Fig. 4 Origin of Cases

	COMPLAINANT	NUMBER OF CASES COMPLETED		
		2013/14	2014/15	2015/16
ACADEMIC	Agricultural, Life and Environmental Sciences	0	2	0
	Arts	3	6	10
	Augustana	0	0	2
	Business	2	1	6
	Engineering	1	1	1
	Extension	0	2	2
	Faculty of Graduate Studies and Research	2	3	1
	Science	2	3	1
NON-ACADEMIC	University of Alberta Protective Services	31	25	35
	Student - Appeal of Violation Notice	2	0	1
	Student - Appeal of UAPS decision not to proceed	N/A	N/A	2

Of the 23 cases of academic misconduct, 16 had prior offences and 2 had no record of prior offences but were found to have committed multiple offences simultaneously. The remaining 5 violations were deemed sufficiently serious to warrant a severe sanction for a first offence.

Gender

As is often the case, gender seems to play a role in non-academic offences: 22 out of 35 students who committed non-academic offences were male, 13 were female. While non-academic misconduct continues to be dominated by men, women seem to be closing the gender gap in this category.

Fig. 5 Case by Type and Gender (excluding student appeals)

		MALE	FEMALE
2013/14	Academic	6	3
	Non-Academic	22	7
2014/15	Academic	13	6
	Non-Academic	20	5
2015/16	Academic	13	10
	Non-Academic	22	13

Gender-Based Violence

Of the 62 charges of Violation of Safety or Dignity, 12 involved gender-based violence. The nature of the conduct included sexual harassment, drugging, and sexual assault. In total there were approximately 41-45 alleged victims of these 12 students.

International Students

International students figured prominently as well: overall, 43% of the students seeing a Discipline Officer in 2015/16 were international students. The offences for which they were being charged weighed more heavily toward non-academic offences (16) than serious academic offences (10).

Fig. 6 International students by case type – 3 year comparison

	2013/14	2014/15	2015/16
Academic	6	11	10
Non-academic	7	12	16
Total International students	13	23	26

Advisors

Students are entitled to bring an Advisor of their choice with them to meetings and hearings throughout the Code of Student Behaviour process. In 2015/16, ten (10) students brought legal counsel¹ to their meetings with the Discipline Officer,

12 used the Office of the Student Ombuds and 1 brought another advisor. Despite numerous reminders that they have the right to an Advisor, fully 62% of the students attended their meetings without one.

Year of Study

Of the 58 cases in which students were charged under the Code, students in their second year were most likely to violate the Code of Student Behaviour, both in the academic and non-academic categories. Nine (9) first-year students, 23 second-year students, 2 third-year students, and 10 fourth-year students committed violations. In addition, 7 graduate students – 5 in Doctoral programs and 2 working toward Masters’ degrees – were referred to SCA last year. Five (5) other Students who were in the “N/A” category (Open Studies, After Degree programs or the Faculty of Extension), were required to meet with a Discipline Officer. See Figure 7 below for a three year comparison.

Fig. 7 Case Type by Student Year of Program (excluding student appeals)

		ACADEMIC	NON-ACADEMIC
2013/14	1	0	4
	2	1	9
	3	4	5
	4	1	1
	5	0	1
	Masters	0	2
	PhD	2	3
	N/A	1	7
	TOTAL	9	32
2014/15	1	2	7
	2	3	4
	3	2	1
	4	4	5
	5	0	0
	Masters	1	1
	PhD	3	4
	N/A	4	3
	TOTAL	19	25
2015/16	1	3	6
	2	7	16
	3	1	1
	4	4	6
	5	0	0
	Masters	4	3
	PhD	1	1
	N/A	3	2
	TOTAL	23	35

¹ 7 out of the 10 specialized in criminal law.

Charges Considered

Charges recommended to the Discipline Officers included plagiarism, cheating, disruption, dissemination of malicious material, violation of safety or dignity, damage to property, unauthorized use of facilities, equipment, materials, services or resources, breach of rules external to the

Code, misrepresentation of facts, bribery, retaliation and participation in an offence. Most of those charges were upheld; however, a total of 11 charges were dismissed, either because the charge was not made out or the offence did not fall within the authority of the Code of Student Behaviour.

Fig.8 Charges under the Code

Some cases contain multiple charges against a student, therefore the total number of charges considered (122) is higher than the number of cases (61).

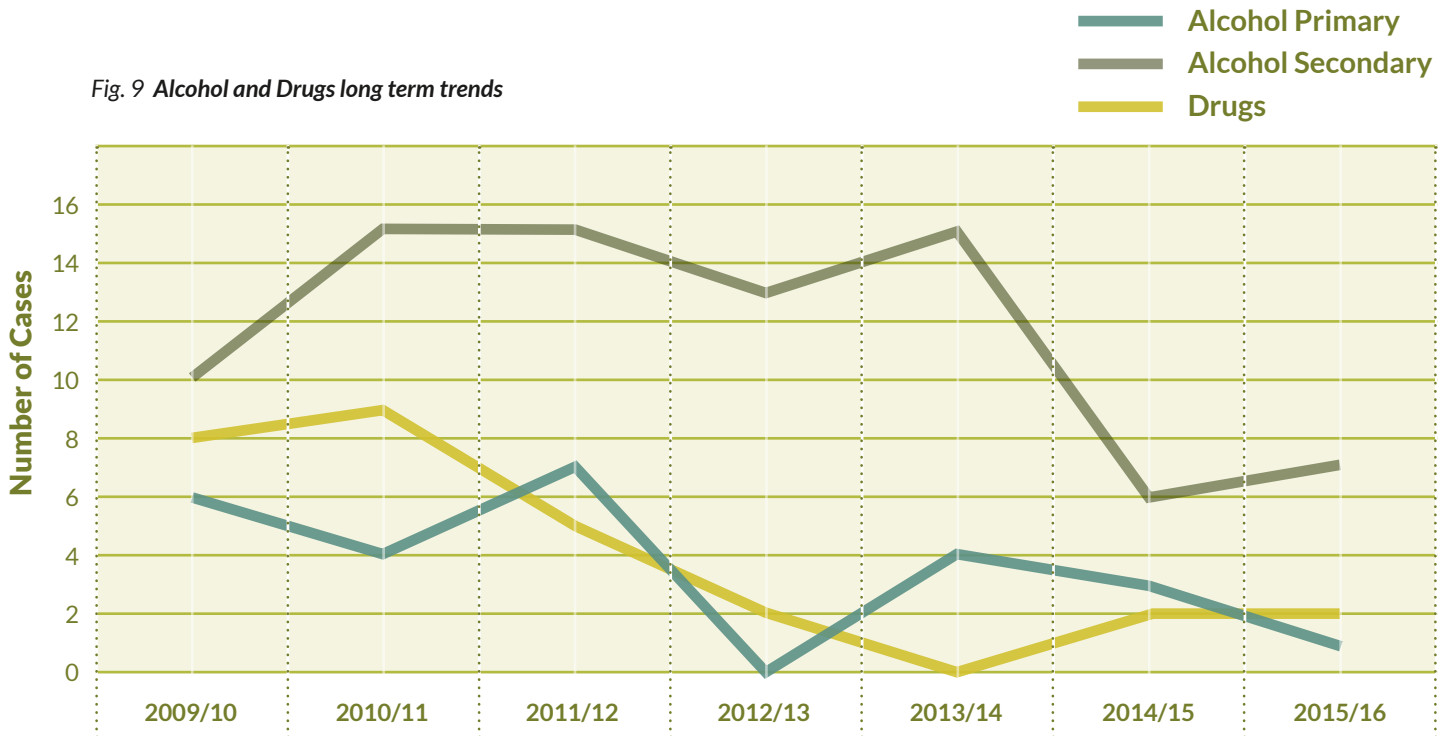
CHARGES CONSIDERED	2013/14	2014/15	2015/16
Plagiarism	4	10	20
Cheating	7	14	8
Misuse of Confidential Materials	0	10	1
Inappropriate Behaviour in Professional Program	0	0	0
Research and Scholarship Misconduct	1	1	0
Disruption	10	6	2
Discrimination	0	0	0
Dissemination of Malicious Material	2	1	2
Unfounded Allegations	0	0	0
Violations of Safety or Dignity	28	28	62
Hazing	5	0	0
Retaliation	0	0	1
Damage to Property	4	5	4
Unauthorized Use of Facilities, Equipment, Materials, Services or Resources	6	1	2
Alcohol Provision	1	0	1
Breach of Rules External	1	11	2
Identification	2	0	0
Misrepresentation of Facts	2	5	2
Participation in an Offence	8	1	13
Bribery	0	0	2
Student Groups Appendix 2 (Use of University Resources) ²	0	N/A	N/A
Total charges considered	81	93	122
Charge Dismissed	20	20	11
Total Charges Upheld	61	73	111

² Student Groups are no longer subject to the Code of Student Behaviour as of February 2014.

Alcohol and Drugs

Alcohol and drug related offences remained relatively steady this year over last year. Of the 58 cases involving charges against students, only one was directly related to alcohol (that is, violations like public intoxication or open alcohol, in which alcohol was the determining factor) and 7 were indirectly

related to alcohol (that is, students reported committing the offence while intoxicated, and therefore alcohol was a contributing factor only). Two additional incidents were related to drugs. See Fig. 7 below for a long-term comparison over the past 7 years.



Mental Health

Always of concern is the intersection between mental health and conduct. While this is not normally tracked by SCA, 8 of the 61 students we met with this year self-reported mental health issues, ranging from life-altering addictions to diagnosed mental illnesses, for which they were being treated. There is

no way to know how many other students are struggling with mental health concerns, but it is important to continue working with UAPS, HIAR and the Dean of Students to ensure that these students have access to the assistance they need.

Item No. 17E

OUTLINE OF ISSUE
Advice, Discussion, Information Item

Agenda Title: **Annual Report of the Appeals and Compliance Officer (2015-2016)**

Item

Proposed by	Michael Peterson, Appeals and Compliance Officer, University Governance
Presenter	Michael Peterson, Appeals and Compliance Officer, University Governance

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the item is (please be specific)	To provide Committee members with the annual report of statistical information on discipline cases, as required by GFC policy.

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity)	<ul style="list-style-type: none"> • GFC Campus Law Review Committee, November 24, 2016 (for discussion); • GFC Executive Committee, January 16, 2017 (for discussion); • General Faculties Council, January 30, 2017 (for information); • Board Learning and Discovery Committee, February 27, 2017 (for discussion)
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Alignment/Compliance

Alignment with Guiding Documents	<p><i>For the Public Good</i></p> <p>GOAL: Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p> <p>OBJECTIVE 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> <p>Strategy i: Encourage transparency and improve communication across the university through clear consultation and decision-making processes, substantive and timely communication of information, and access to shared, reliable institutional data.</p> <p>Strategy ii: Ensure that individual and institutional annual review processes align with and support key institutional strategic goals.</p>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<ol style="list-style-type: none"> 1. Post-Secondary Learning Act (PSLA): The <i>Post-Secondary Learning Act (PSLA)</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)) and over student affairs (Section 31), including authority concerning student discipline. 2. GFC CLRC Terms of Reference

(5. Reporting Requirements):

“Discipline Cases: University Governance has been asked by the GFC Executive to attempt to have all appeal Boards (UAB, GFC AAC and GFC PRB) report to GFC at the same meeting, through the GFC Campus Law Review Committee (CLRC).

The Appeals Coordinator on behalf of the Campus Law Review Committee will submit annually to GFC in the fall, statistical information on discipline cases dealt with by Faculties, the Discipline Officer, the Registrar, Unit Directors, the University Appeal Board and the GFC Practice Review Board. The discipline reports will include the year of the student, the offence with which they were charged and the outcome, but not any personally identifying information. When reporting statistics for applicants, the offence with which the applicant is charged and the outcome, but not any personally identifying information, will be provided. As far as is practical, comparative information from the most recent reporting period will be included.”

3. GFC Executive Terms of Reference

(3. Mandate of the Committee):

“To act as the executive body of General Faculties Council and, in general, carry out the functions delegated to it by General Faculties Council.”

4. GFC Terms of Reference

(4. GFC Procedures/GFC Agendas/ a. Reports):

“Reports not requiring action by GFC will be discussed by the Executive Committee (with committee chairs in attendance) and placed on the GFC agenda for information. If a GFC member has a question about a report, or feels that the report should be discussed by GFC, the GFC member should notify the Secretary to GFC, in writing, two business days or more before GFC meets so that the committee chair can be invited to attend. Such reports will be discussed as the last of the standing items.”

5. Board Learning and Discovery Committee (BLDC) Terms of Reference/Mandate of the Committee

(Section 3):

“Except as provided in paragraph 4 hereof and in the Board’s General Committee Terms of Reference, the Committee shall, in accordance with the Committee’s responsibilities with powers granted under the *Post-Secondary Learning Act*, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the “GFC”), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board.

Without limiting the generality of the foregoing the Committee shall: [...]

e. review and approve the Code of Student Behaviour, the Code of Applicant Behaviour and the Practicum Intervention Policy;

[...]

g. undertake studies and review academic matters that pertain to the quality of the educational experience at the University;

Item No. 17E

	<p>h. monitor educational and research trends, community expectations and demands; [...]</p> <p>j. ensure that the academic teaching and research activities at the University are administered and undertaken in a manner consistent with the vision and mission of the University;</p> <p>k. consider future educational expectations and challenges to be faced by the University[.] [...]"</p>
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Attachments

1. Annual Report of the Appeals and Compliance Officer (2015-2016) (4 pages)
2. Index of Attachments (10 pages)

Prepared by: Michael Peterson, University Governance, Michael.peterson@ualberta.ca

ANNUAL REPORT OF APPEALS AND COMPLIANCE OFFICER**2015 – 2016**

Scope

This report covers the period of July 1, 2015 to June 30, 2016. Some statistics for previous years are also included for comparison.

This report sets out information about discipline decisions and the appeal process under the Code of Student Behaviour (COSB) and the Code of Applicant Behaviour (COAB), with a focus on the university appeal level of the University Appeal Board (UAB). This report also sets out information for the two other university level appeal bodies, the General Faculties Council Academic Appeals Committee (GFC AAC) and the General Faculties Council Practice Review Board (GFC PRB).

Role of the Appeals Coordinator

As Appeals and Compliance Officer, I carry out the role of the Appeals Coordinator under the COSB, COAB, University of Alberta Academic Appeals Policy and University of Alberta Practicum Intervention Policy for the UAB, GFC AAC and GFC PRB. In this role I am neutral and do not advocate for either party in an appeal. I facilitate or administer the appeal process steps from the time an appeal is received, through the hearing and decision made by an appeal panel, to distribution of the written decision. I also provide procedural information to the parties to an appeal and to the appeal panel throughout the appeal process.

Apart from individual appeals, I oversee the university level appeal system to ensure that the university continues to implement a fair process by which to address appeals. This includes helping to educate panel members as to the framework within which they work when hearing appeals and attempting to help the university community understand that framework. This report is intended to aid in that understanding.

University Level Appeal Process

The university level appeal system is made up of three main appeal bodies – the UAB, the GFC AAC and the GFC PRB.

Discipline decisions arise as a result of a student being charged with an offence (academic and/or non-academic) under the COSB or COAB. When the appropriate decision-maker has made a final decision finding an offence and imposing a sanction, the parties to that decision have a final appeal to the UAB.

The UAB generally hears appeals from students charged under the COSB or COAB who disagree with the discipline decisions. UAB decisions are final and binding, within the university, subject to judicial review. Under the COSB the UAB has the broad authority to determine whether an offence was committed and to confirm, vary or quash sanctions imposed.

Under the Academic Appeal Policy, academic standing issues are heard by the GFC AAC. The GFC AAC hears appeals from students wishing to appeal faculty decisions on matters of academic standing, including matters such as a requirement to withdraw, denial of graduation or promotion. The GFC AAC hears appeals from students after they have exhausted all other avenues of appeal within a faculty. GFC AAC decisions are final and binding, within the university, subject to judicial review. The authority of the GFC AAC is to uphold (and award any remedy not contrary to faculty rules) or deny an appeal depending upon whether a miscarriage of justice, as defined by the Academic Appeals Policy, occurred within the faculty process.

Under the Practicum Intervention Policy, appeals concerning practicum interventions are heard by the GFC PRB. The GFC PRB's decisions are final and binding, within the university, subject to judicial review.

A fourth body, the Three Person Panel under section 30.5.2(8) of the COSB, also existed to address appeals of decisions to not proceed with complaints. The COSB was revised on October 1, 2015 to eliminate the Three Person Panel and set up a new system of appeal for such decisions. The Three Person Panel heard no appeals during the period of this report.

Principles of the Appeal Process

Appeals at the university level deal with complex issues affecting students, faculties and the university as a whole. Given this impact, and the fact that this final level of appeal is the last opportunity for issues to be heard within the university, it is very important that the appeal process is fair and perceived to be fair. Coming to decisions through a fair process also promotes confidence in those decisions by the parties and the appeal panels themselves. Being the final level of appeal, the decisions or process may also be subject to judicial scrutiny.

The authority of the appeal bodies (UAB/GFC AAC/GFC PRB) flows from the powers delegated under the *Post-Secondary Learning Act*. The appeal bodies carry out their authority as outlined in the applicable university appeal policy, in keeping with the principles of administrative fairness. The principles of administrative fairness are the basis for our appeals policies, help us to interpret those policies and provide the framework within which our appeal panels make decisions.

The formal steps of our appeals process recognize the impact and finality of these decisions and ensure the opportunity for parties to an appeal to make their best cases and be heard. Our appeals process is not a court process, but has been designed to allow for students and university decision-makers to be able to be heard by an objective panel coming from the university community. The system is flexible in that it is able to deal with a wide variety of appeals and circumstances (from students and university staff representing themselves or being helped by an advisor of their choosing) through consistently applying basic principles of administrative fairness. At its core, our appeals

system involves the parties fully making their cases in writing and knowing the case of the other side before an appeal hearing, then appearing at a hearing where they are able to present and question their arguments and information before an objective appeal panel. (The UAB process also allows for the option of a paper-only or documentary review hearing, rather than an in-person hearing, when only the severity of sanction, and not the offence, is being appealed.) The appeal panel then considers and weighs all of the submissions of the parties and comes to a decision, which it fully explains to the parties in writing.

Current Trends

Looking at the attached statistics, after a significant increase over the past recent years in the number of appeals to the university level appeal bodies, this year saw a decrease in the number of appeals. (The current year-to-date suggests we may again see an increase in the next reporting period.) Compared to the previous year, 2015-2016 saw a similar number of overall decisions made by Deans, with the majority of those decisions concerning the academic offences of plagiarism and cheating. Although not statistically tracked, a significant number of appeals are received from international students.

2015-2016 also saw an increase in the number, complexity and time spent addressing issues (including dealing with parties' legal counsel) of appeals to the UAB of non-academic offences under the COSB.

Appeal panels have continued to address complex issues during the appeal process. This includes procedural requests and issues raised by the parties to appeals both before and during hearings. When such issues are raised, the appeal panel chair (and sometimes the full appeal panel) must decide how to address the issue, consider the arguments and circumstances, and then come to a decision to fairly address the issue. The chair (and sometimes full panel) does this through consultation with the Appeals Coordinator, obtaining legal advice when necessary. Again, all such decisions are made consistently with the relevant appeals policy and principles of administrative fairness, with the aim of providing both parties a fair opportunity to be heard. Appeals involving legal counsel representing one or both parties are often of a complex nature, and often take more time throughout the process. Depending on the number and type of procedural issues raised or requests made by the parties during an appeal, the timeframe for completion of appeals varies. The majority of appeals are completed within one to two months, from the time the appeal is received to an appeal decision being made.

I have continued to promote an understanding of the steps within the appeal process, and the principles upon which they are based, by being available as a resource for parties and panels throughout the course of individual appeals, as well as by meeting with a variety of student and staff groups within our university community.

Appeal Panel Membership

All of the university level appeal panels are made up of volunteers. While the exact makeup of a panel depends on the applicable appeal policy, generally the panels are a combination of undergraduate/graduate students and academic staff selected from the university's appeal panel membership lists. (Membership is determined by an application process and ultimately by approval of applicants by GFC.) Members serve on approximately six appeal

panels within a calendar year, but this number varies depending on the number of appeals received and the faculties involved. Appeal panel members come from the greatest variety of faculties possible. For objectivity, no appeal panel member may sit on an appeal involving a party from their faculty. Appeal hearings are scheduled throughout the academic year, including summer, mostly in evenings around academic schedules. Student panel members usually serve for two year terms, while academic staff panel members usually serve for three year terms (with the possibility of serving additional terms).

In addition to their understanding of the university environment from their experience as students (both undergraduate and graduate) and academic staff, our panel members are provided ongoing training in understanding the principles of administrative fairness within which their tribunals operate. This helps to ensure that, as discussed above, the appeal process is a fair one, with both parties to an appeal being given the opportunity to fully make their cases to an objective decision-maker.

The service of appeal panel members is a significant commitment, including considering and addressing procedural issues arising before and during hearings, conducting hearings, deliberating and drafting written reasons for decisions. All of our panel members recognize the need to objectively hear submissions from parties to an appeal, analyze and weigh evidence, then come to reasonable decisions based on that evidence. I try to ensure that appeal panels have all the needed resources to perform this role. I thank all of the appeal panel members for serving our university community, often addressing difficult issues involving student careers, faculty standards and the integrity and values of the university. Our appeal panels uphold the values of fair decision-making, of a fair appeal process and of the university as a whole, for both students and faculty.



Michael Peterson

Appeals and Compliance Officer

University Governance, University of Alberta

November 16, 2016

Attachments: Statistics for Discipline Decisions and the University Level Appeal Process

[Statistics based upon year of appeal deadline.]

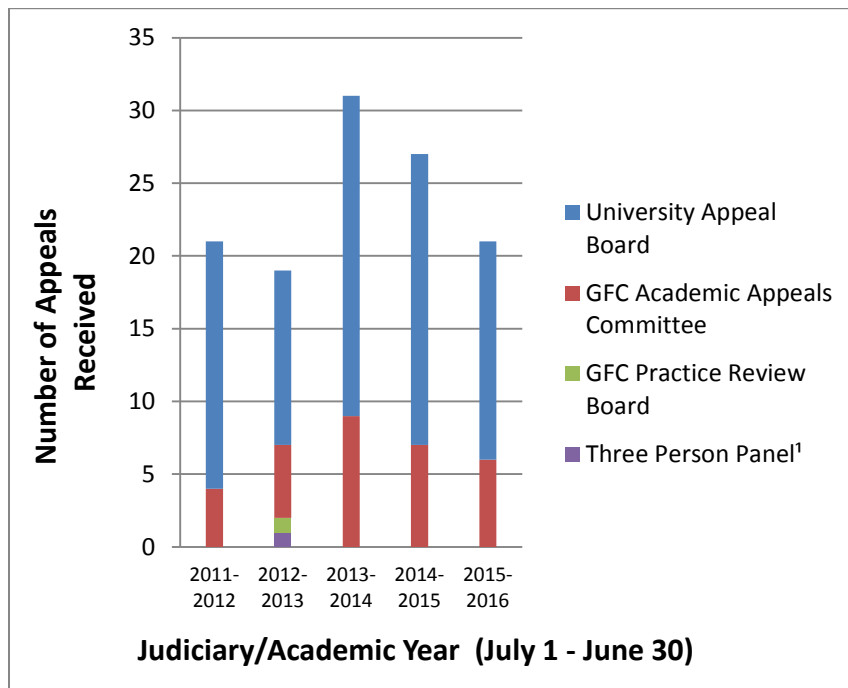
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Figure 1

Number of Appeals Received by University Governance

Judiciary/Academic Year (July 1 - June 30)	2011- 2012	2012- 2013	2013- 2014	2014- 2015	2015- 2016
University Appeal Board	17	12	22	20	15
GFC Academic Appeals Committee	4	5	9	7	6
GFC Practice Review Board	0	1	0	0	0
Three Person Panel ¹	0	1	0	0	0
TOTAL NUMBER OF APPEALS	21	19	31	27	21



¹Three Person Panel eliminated by COSB, effective October 1, 2015

Notes:

- these numbers reflect the number of appeal cases
- an appeal case can include more than one offence and a student can appeal the offence(s), severity of sanction(s), or both the offence(s) and severity of sanction(s)

Figure 2

**UAB Disposition of Appeals
July 1, 2015 to June 30, 2016**

Appeal Upheld	10
Appeal Denied	1
Appeal in Progress (Undetermined)	4
Appeal Withdrawn	0
Total Appeal Cases	15

Sanction Increased	1
Sanction Decreased	7
Sanction Timing Varied	1

- as students can be charged with and appeal more than one offence, and because appeals may concern the offence(s), severity of sanction(s), or both, the total number of appeal cases and how sanctions were addressed will not necessarily match.
- if sanctions were not increased/decreased/timing varied, the sanctions were confirmed and stayed the same, or if the offence appeal was upheld, there were no sanctions.
- the Governance discipline database does not track the disposition of appeals by issue i.e. it cannot track disposition by the multiple issues of offence(s) and/or severity of sanction(s). If an appeal is upheld on any one issue, it is categorized as "Appeal Upheld", however, to provide the most accurate picture, I have calculated the disposition of appeals by issue as follows:

Issues of Appeal	Appeal Upheld	Appeal Denied
Offence(s)	2	4
Severity of Sanction(s)	8	1

Figure 3

**GFC AAC Disposition of Appeals
July 1, 2015 to June 30, 2016**

Appeal Upheld	0
Appeal Denied	4
Returned to Faculty	1
Taken Back by Faculty	1
Appeal Withdrawn	0
Appeal in Progress	0
Total Appeals	6

- “Returned to Faculty” means the GFC AAC decided at the appeal hearing to return the matter to the Faculty Academic Appeals Committee for re-hearing, based upon new evidence being introduced at the appeal hearing.
- “Taken Back by Faculty” means the student provided new information as part of the appeal and, before the GFC AAC hearing, the Faculty chose to reconsider the matter at the Faculty level.

Figure 4

**GFC PRB Disposition of Appeals
July 1, 2015 to June 30, 2016**

Appeal Upheld	0
Appeal Denied	0
Total Appeals	0

Figure 5

**Category of Sanction by Decision Maker Under COSB
July 1, 2015 to June 30, 2016**

Sanction Type Description	Count	Final Decision By
Less Than Suspension or Expulsion	381	Dean
Less Than Suspension or Expulsion	24	Discipline Officer
Less Than Suspension or Expulsion	6	UAB
Recommendation for Suspension or Expulsion	1	Dean
Suspension or Expulsion	23	Discipline Officer
Suspension or Expulsion	3	UAB
UAB dismissed charge	2	UAB
UAB appeal in progress - undetermined	4	UAB

Figure 6

**Code of Student Behaviour Discipline Decisions
July 1, 2015 to June 30, 2016**

Charge/Offence Description	1	2	3	4	5	GS N/A	N/A	N/A Applicant
Cheating	61	50	30	15	2	9	8	
Misrepresentation of Facts	5	2	1	4			2	
Participation in an Offence	15	4	2				1	
Plagiarism	88	62	22	26	2	29	21	
Inappropriate Behaviour in Professional Programs	1	1		1				
Misuse of Confidential Materials		1				2		
Research and Scholarship Misconduct						2		
Bribery				1				
Damage to Property	1	1		1				
Disruption	1		1					
Dissemination of Malicious Material				2				
Retaliation		1						
Unauthorized Use of Facilities, Equipment, Materials, Services or Resources				1		1		
Violations of Safety or Dignity	12	4	2	5	1	2		

- Columns 1 through 5 refer to year of program of student when offence occurred.
- GS N/A refers to graduate student not applicable (i.e. no program year).
- N/A students are students in Open Studies, Faculty of Extension, Visiting Students, Previous Students and Special Students.
- N/A applicant refers to students reapplying who have been charged with offence re application; do not have a year of program.
- A student can be charged with more than one offence, so charges and case numbers will differ.

Figure 7

**Code of Applicant Behaviour Discipline Decisions
July 1, 2015 to June 30, 2016**

Charge Description	COAB Applicants
Misrepresentation of Facts	1

Figure 8

**Cases Reviewed by Deans, University of Alberta Protective Services,
Discipline Officers, Registrar, and the UAB Under the COSB
July 1, 2015 – June 30, 2016**

Decision Maker	Forwarded By	Count
Dean	Not Applicable	382
Discipline Officer	Dean	19
	UAPS	28
UAB	Not Applicable	11

- In all cases where a sanction of suspension or expulsion has been recommended by a Dean the case goes to the Discipline Officer for review and adjudication.

Figure 9

**Cases Reviewed Under the Code of Applicant Behaviour
July 1, 2015 – June 30, 2016**

Decision Maker	Forwarded By	Count
Registrar	Not Applicable	1

Figure 10

**Charge Count by Category of Sanction and Decision Maker Under COSB
July 1, 2015 – June 30, 2016**

Decision Maker	Less Than Suspension or Expulsion	Recommendation for Suspension or Expulsion	Suspension or Expulsion	UAB dismissed charge	UAB Appeal in progress - undetermined
Agricultural, Life and Environmental Sciences	11				
Arts	127		10	2	
Augustana	7		2		
Business	31	1	7		
Education	9				
Engineering	26		1		
Extension	38		2		
Faculté Saint-Jean	2				
Graduate Studies and Research	9		1		
Medicine and Dentistry	6				
Native Studies	1				
Nursing	19				
Physical Education and Recreation	2				
Science	146				
UAPS	38		8		4

Figure 11

**Case Count by Category of Sanction and Decision Maker Under COSB
July 1, 2015 – June 30, 2016**

Decision Maker	Less Than Suspension or Expulsion	Recommendation for Suspension or Expulsion	Suspension or Expulsion	UAB dismissed charge	UAB Appeal in progress - undetermined
Agricultural, Life and Environmental Sciences	11				
Arts	116		8	2	
Augustana	7		2		
Business	31	1	6		
Education	8				
Engineering	22		1		
Extension	36		2		
Faculté Saint-Jean	2				
Graduate Studies and Research	8		1		
Medicine and Dentistry	5				
Native Studies	1				
Nursing	19				
Physical Education and Recreation	2				
Science	120				
UAPS	23		6		4

Figure 12

**Charge Count by Category of Sanction and Decision Maker Under COAB
July 1, 2015 – June 30, 2016**

Decision Maker	COAB - Refuse Application up to 5 years
Registrar's Office	1

Figure 13

**Case Count by Category of Sanction and Decision Maker Under COAB
July 1, 2015 – June 30, 2016**

Decision Maker	COAB - Refuse Application up to 5 years
Registrar's Office	1

OUTLINE OF ISSUE
Advice, Discussion, Information Item

Agenda Title: **Office of Safe Disclosure and Human Rights (OSDHR) Annual Report 2015-16**

Item

Proposed by	Gitta Kulczycki, Vice-President (Finance and Administration)
Presenter	Mary Persson, Associate Vice-President (Audit and Analysis); Wade King, Senior Advisor (Safe Disclosure and Human Rights)

Details

Responsibility	Provost and Vice-President (Academic) and Vice-President (Finance and Administration)
The Purpose of the item is (please be specific)	<p>In 2008, the University introduced the Office of Safe Disclosure and Human Rights as an intake office for issues arising under the Ethical Conduct and Safe Disclosure Policy. Organizationally, the office reports to the University Auditor to promote the independent, neutral, and advisory nature of the function.</p> <p>In 2010, the Helping Individuals at Risk Policy (HIAR) was introduced and an intake function was created to work in conjunction with the Office of Safe Disclosure and Human Rights (SDHR). The policy requires that annual reporting to General Faculties Council (GFC) and to the Board of Governors will occur after each year of operation.</p> <p>The purpose of this report is to provide an overview of the activities of each office and to comment on trends and issues in these.</p>
Timeline/Implementation Date	n/a
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity)	<u><i>Those who have been informed:</i></u> •
<For further information see the link posted on the Governance Toolkit section Student Participation Protocol >	<u><i>Those who have been consulted:</i></u> •
	<u><i>Those who are actively participating:</i></u> •

Alignment/Compliance

Alignment with Guiding Documents	<ul style="list-style-type: none"> • Values – Above all, we value intellectual integrity, freedom of inquiry and expression, and the equality and dignity of all persons as the foundation of ethical conduct in research, teaching, learning, and service. We value diversity, inclusivity, and equity across and among our people, campuses and disciplines. • Goal: Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world. <ul style="list-style-type: none"> ○ Objective 1 – Build a diverse, inclusive community of
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Item No. 17F

	<p>exceptional undergraduate and graduate students from Edmonton, Alberta, Canada and the world.</p> <ul style="list-style-type: none"> ○ Objective 2 –Create a faculty renewal program that builds on the strengths of existing faculty and ensures the sustainable development of the University of Alberta’s talented, highly qualified, and diverse academy. ○ Objective 3 – Support ongoing recruitment and retention of a highly skilled, diverse community of non-academic and administrative staff by enriching the University of Alberta’s working environment. ○ Objective 5 – Build and strengthen trust, connection, and a sense of belonging among all members of the university community through a focus on shared values.
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<ol style="list-style-type: none"> 1. Post-Secondary Learning Act (PSLA): GFC has responsibility, subject to the authority of the Board of Governors, over academic affairs. (Section 26(1)) and student affairs (Section 31). GFC has thus established policies governing helping individuals at risk, as set out in University of Alberta Policies and Procedures On-Line (UAPPOL). 2. GFC Policy: The Helping Individuals at Risk and Safe Disclosure and Human Rights Annual Report is one of several reports from non-GFC committees/entities requested to provide an annual report to GFC. 3. GFC Terms of Reference (GFC Procedures/GFC Agendas/ Reports): “Reports not requiring action by GFC will be discussed by the Executive Committee (with committee chairs in attendance) and placed on the GFC agenda for information. If a GFC member has a question about a report, or feels that the report should be discussed by GFC, the GFC member should notify the Secretary to GFC, in writing, two business days or more before GFC meets so that the committee chair can be invited to attend. Such reports will be discussed as the last of the standing items.” (Section 4.a.) <p>Annual reports are made available to GFC online.</p> <ol style="list-style-type: none"> 4. BSHEC Terms of Reference: Mandate of the Committee: “Except as provided in paragraph 4 hereof and in the Board’s General Committee Terms of Reference, the Committee shall monitor, evaluate, advise and make decisions on behalf of the Board with respect to all matters concerning environmental health and the protection of the health, safety and security of the University community and the general public at the University as well as University student health and wellness.” 5. Helping Individuals at Risk Policy (Section 9): “The Case Team Coordinator will report annually to General Faculties Council and to the Board of Governors after each year of operation, subject to privacy concerns, with a formal review of the policy and procedure to occur after three years of operation.”

Attachments

1. Attachment 1: Office of Safe Disclosure and Human Rights (OSDHR) Annual Report 2015-16

Prepared by: Sarah Flower, Advisor (Safe Disclosure and Human Rights), sarah.flower@ualberta.ca

Office of Safe Disclosure and Human Rights (OSDHR)

Annual Report 2015-16

Program Goals

The Office of Safe Disclosure & Human Rights (OSDHR) has two functions: the provision of the University of Alberta's confidential disclosure services; and human rights promotion and consulting. The office provides intake, advisory and educational services to students, staff and faculty at all University of Alberta campuses.

In addition, OSDHR supports and manages the Helping Individuals at Risk (HIAR) program, which reports separately.

This report spans the period of July 1, 2015 - June 30th, 2016.

Disclosure Activity

OSDHR operates on a confidential intake and referral model. Individuals or groups that make disclosures to the office are referred to the most appropriate university service provider(s) in order for the matter to be addressed.

The OSDHR launched an online reporting tool that allows reports to be securely submitted via the web. This augments the existing reporting mechanisms and enhances the office's ability to receive reports.

The OSDHR provided intake and referral services for 118 disclosures during the reporting year, mostly reported by staff and faculty. The majority of disclosures related to harassment and discrimination, but allegations on a wide variety of matters including safety, fraud and the application of collective agreements were disclosed.

Public Interest Disclosure Act (PIDA) Disclosures

The University Auditor is the university's Designated Officer under the *Public Interest Disclosure Act (PIDA)*; one complaint was made formally under the Act. The OSDHR is responsible meeting the University of Alberta's obligations under the *Public Interest Disclosure Act* regarding intake and awareness activities.

Referrals

Matters reported to the Office are typically referred to existing campus resources for resolution. The OSDHR maintains a working relationship with the various resources to ensure delivery of effective referral services.

Summary of Disclosure Activity

Table 1. Disclosure types

Nature of disclosed allegation	2015/16	2013/14	2012/13
Academic Appeal	3	2	1
Academic Integrity	-	-	1
Breach of Collective Agreement	6	5	9
Breach of Contract	4	1	1
Breach of Ethical Conduct & Safe Disclosure Policy	8	5	3
Conflict of Interest	4	-	-
Discrimination	14	11	11
Duty to Accommodate	6	-	-
Harassment	62	40	60
Bullying	38	26	17
General	14	5	26
Gender	1	-	1
Race	3	3	2
Sexual	6	6	3
Sexual Identity	-	-	1
Privacy Concerns	-	-	1
Reasonable Accommodation	-	6	4
Safety	3	2	3
Theft/Fraud	2	4	2
Other	6	3	3
TOTAL	118	79	85

Category	2015/16	2014/15	2013/14
Academic	29	23	11
Non-Academic (NASA)	63	20	34
Student	18	30	25
Former Employee	2	2	2
Postdoctoral Fellow	1	-	4
Other (parent spouse, visitor, etc)	5	4	3
TOTAL	118	79	79

Table 2. Individuals making disclosures

Table 3. Referred services

Service or office referred to	2015/16	2014/15	2013/14
Academic Staff Association (AASUA)	20	14	4
Department Chair/Faculty Dean/Vice-Dean	10	12	10
Environmental Health & Safety	1	-	-
Employee Relations	2	1	1
Faculty Relations	6	2	-
Facilities and Operations	-	1	-
Graduate Students' Association	2	-	-
Immediate Supervisor	-	3	-
Information Purposes	-	1	5
Internal Audit Services (incl. PIDA)	8	4	6
Non-Academic Staff Association (NASA)	39	14	21
Office of the Provost	1	-	-
Office of the Student Ombuds	12	13	13
Organizational Health & Effectiveness (formerly HPAWS)	1	2	2
OSDHR and/or Helping Individuals at Risk	1	2	3
Protective Services	2	1	1
Residence Services	-	-	1
Self-guided Resolution	1	1	5
Sexual Assault Centre	-	2	1
Student Accessibility Services (formerly SSDS)	1	1	-
Student Legal Services	-	-	1
Students' Union	2	1	-
Not Applicable/Other	9	4	5

Human Rights

The OSDHR undertakes a variety of initiatives that enhance awareness and understanding of the principles of human rights. The office also engages in a variety of activities that support the objectives of the Discrimination, Harassment and Duty to Accommodate Policy that states "The University is enriched by diversity, and it welcomes and seeks to include many voices, including those that have been under-represented or excluded." Training and coaching activities included 38 in-person training sessions, the development of online training materials, such as videos, and multiple advisory conversations with members of the University community, including senior leadership. In additional training was delivered at new employee orientation, Gold Leadership College, the supervisory leadership program and student orientations.

The office also supports various processes and committees, such as scholarship development and GFC sub-committees, by providing advice on human rights policies and best-practices.

OSDHR collaborates with various campus service providers on projects that promote a positive human rights environment and the university, such as Equity Diversity and Inclusion Week, the Visiting Lectureship in Human Rights and the Understanding Race in the Academy project.

When possible, the office collaborates with community organizations to lend expertise or build awareness of the University's commitment to human rights. The OSDHR advisor contributed to activities hosted by the Universal Design Conference, the MS Society of Northern Alberta/NWT and the Edmonton Fringe Festival.

Areas of Focus for 2016-2017

Student Engagement

The Office has assessed models to encourage student engagement and will be implementing initiatives over the upcoming year to partner further with the student associations.

Implementation of *For the Public Good*

OSDHR will initiate and support activities that support "For the Public Good," particularly those related to equity.

Understanding Race in the Academy Project

In conjunction with Human Resource Services, the office is undertaking a project that will engage campus in discussions about how race is experienced at the university. It is intended to provide broad guidance to the university on how to identify and address barriers related to race.

Public Interest Disclosure Act

The Select Special Ethics and Accountability Committee of the legislature has recommended changes to the *Public Interest Disclosure Act*. If passed, these will expand the scope of disclosure responsibilities for the university and the Designated Officer.

Helping Individuals at Risk (HIAR) Annual Report 2015-16

Program Goals

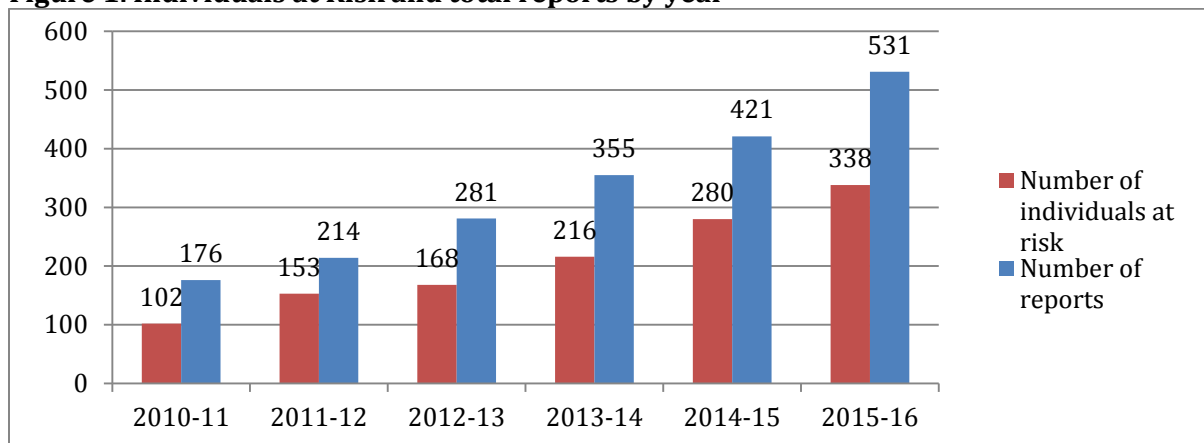
Helping Individuals at Risk has the following objectives:

- to encourage the campus community to “Trust Your Instincts,” to recognize and report worrisome behaviours of those at risk of harm to self or others;
- to provide a confidential centralized location for reports of worrisome behaviour and to connect situations that would otherwise seem to be isolated incidents, and assess the reported behaviours; and
- to help connect Individuals at Risk to resources before a situation escalates.

Reports of Individuals at Risk

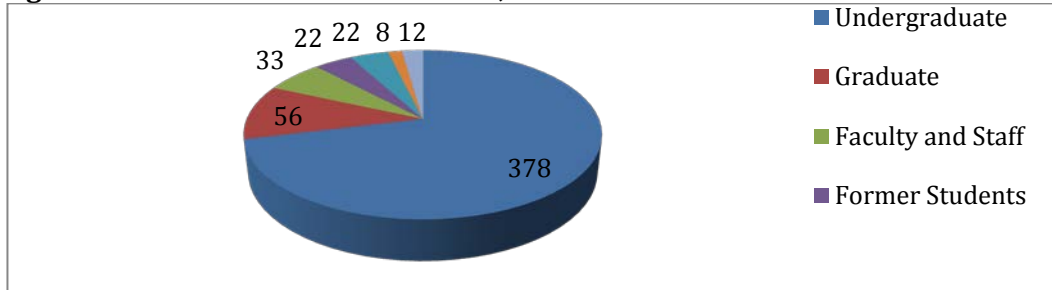
The HIAR program received 531 reports about 338 perceived Individuals at Risk, an increase from the previous year in both the number of reports (26%) and the reported number of perceived Individuals at Risk (21%). These numbers demonstrate continued growth of the program, an average of 20% per year.

Figure 1. Individuals at Risk and total reports by year



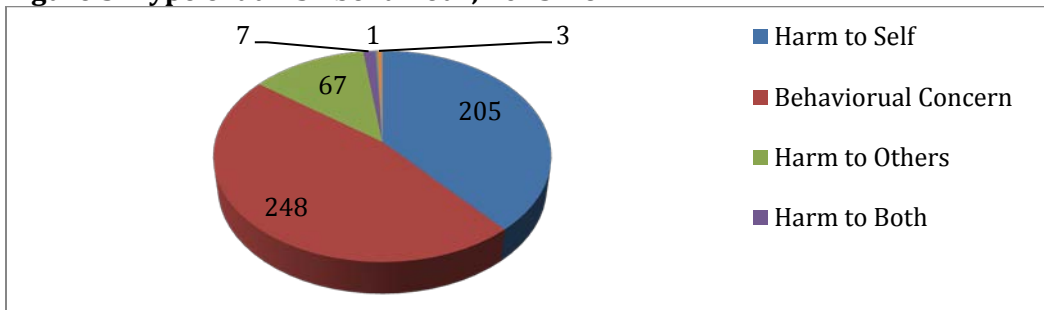
The majority of reports to the program (71%) continued to be regarding undergraduate students. Eleven percent were regarding graduate students, 6% were faculty or staff, 4% were in open studies, 4% were about former students, 1% were Post-Doctoral Fellows and the remainder (2%) were other (i.e. applicants, visiting students, or former employees). Reports about International Students comprised 19% of all reports.

Figure 2. Status of Individuals at Risk, 2015-16



The majority of perceived Individuals at Risk reported were male (54%); 44% were female and 2% were transgender. Most reports were about a behavioural concern (47%) wherein the perceived Individual at Risk was exhibiting worrisome behaviour that did not yet meet the assessment of harm. Thirty-nine percent of reports were regarding possible harm to self, 13% were regarding risk of harm to others, 1% concerned risk of both harm to self and others, 1% concerned bullying, and there was one report about a disruption to the community.

Figure 3. Type of at-risk behaviour, 2015-16

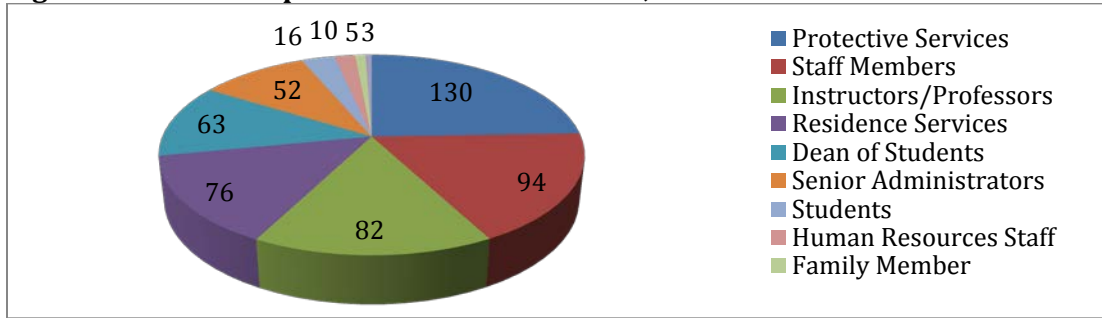


The number of reports about those exhibiting behavioural concerns increased again this year, as did reports regarding academic concerns. HIAR plans to track the number of academic concerns reported to the program next year to determine the number of reports received that could potentially be managed by other units (Student Services, Faculty or Department Advisors).

Reporters of At Risk Behaviour

The greatest number of reports came from University of Alberta Protective Services (130 reports or 24%), staff members (94 reports or 18%) and instructors (82 reports or 15%). Last year, instructors comprised only 10% of reports made to the program. This significant increase in reports from instructors could be due to concerted effort by the HIAR Coordinator to present to faculty and department council meetings.

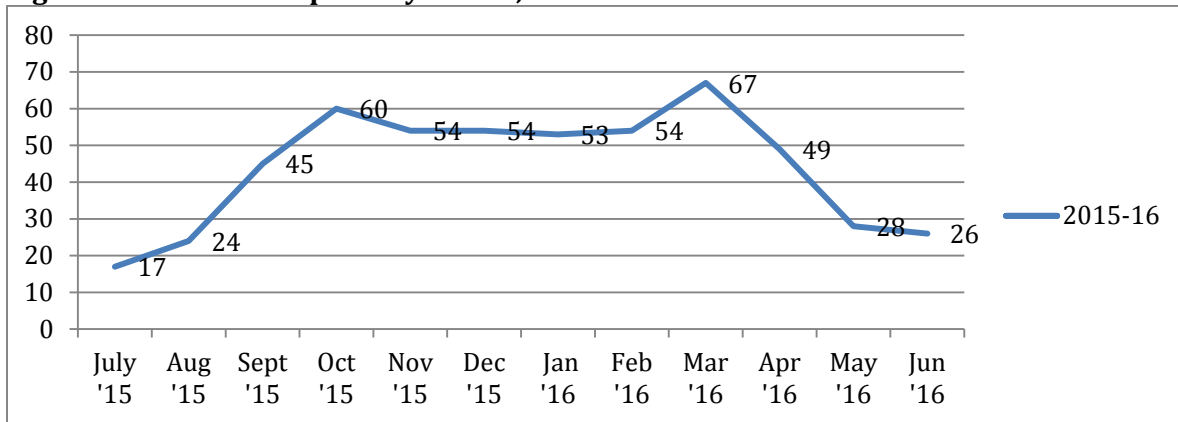
Figure 4. Status of reporter of at-risk behaviour, 2015-16



A significant number of reports were also received from Residence Services (76 reports or 14%), the Office of the Dean of Students/University Student Services (63 reports or 12%) and Senior Administrators (52 reports or 10%).

The busiest months for receiving reports of At Risk Behaviour were October 2015 and March 2016. Reports in December were high despite the Christmas closure.

Figure 5. Number of reports by month, 2015-16



Services Provided

More than one service is often provided to a perceived Individual at Risk and/or the reporter, depending on the situation and the level of risk of the individual. Reports received “for information purposes”, with no action required, dropped significantly last year, which means that HIAR staff provided at least one service in 70% of the reports received. The most common services delivered were follow-ups (33%), referrals for the Individual at Risk (29%) and referrals to the HIAR Case Team (20%) for assessment and action planning. There was also an increase (4%) in the percentage of reports in which HIAR staff contacted an Individual at Risk directly.

Table 1. Services provided

Service Provided	Number of Reports		% of Reports	
	2015-16	2014-15	2015-16	2014-15
Information Purposes Only	157	172	30%	40%
Follow Up Required	174	110	33%	26%
Referral for Individual at Risk	154	89	29%	21%
Referred to HIAR Case Team	108	60	20%	14%
Contact Individual at Risk	76	42	14%	10%
Monitor Situation	41	17	8%	4%
Reporter/Victim Provided Referral	26	31	5%	7%
Coaching/Advice for Reporter	58	45	11%	11%
Formal Assessment of Risk	11	14	2%	3%
Discuss Safety Measures	15	14	3%	3%
Refer to or Attend Protocol Team	6	5	1%	1%

Education Activities

There was a decrease in the number of education and awareness presentations due to the increase in the intake function of the program. A part-time position was added to the program in October 2015 with a focus on intake and management of reports. The education activities of the past year included:

- Facilitating 12 presentations about the program and attending two awareness booths
- Developing an online video about the HIAR program
- Participating and providing expertise for the Health and Safety Social Media discussion, Sexual Violence Policy, the Suicide Prevention Framework and the ACCESS working group

The HIAR web pages were accessed by 1,663 unique visitors, more than double the number of unique visitors last year. The majority of the users accessed the worrisome behaviour pages.

Process Development

HIAR continued to collaborate with University of Alberta Protective Services, particularly the Threat and Risk Assessment Specialist, to formalize a threat assessment procedure for emerging risk cases. A written protocol for information sharing between HIAR and University of Alberta Protective Services was developed.

The Vice Provost and Dean of Students initiated a review of HIAR policy to expand the program to include academic risk and to develop two Case Teams, one for students and one for faculty and staff. The HIAR Case Team Coordinator provided input into these and other proposed policy changes.

Areas of Focus for 2016-17

Process Development

The HIAR Case Team Coordinator will continue to develop written protocols for information sharing between HIAR and Counselling and Clinical Services, as well as for records retention.

Education, Awareness and Online Reporting

If not impacted by report volumes, further program education and awareness and the development of an online reporting tool will be undertaken.

OUTLINE OF ISSUE
Advice, Discussion, Information Item

Agenda Title: **Waiver of Advertising Requirements: Report to General Faculties Council**

Item

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

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the item is (please be specific)	To provide GFC with summary information regarding the number of waiver of advertising for full-time academic staff vacancies as required through UAPPOL policy.
Timeline/Implementation Date	N/A
Supplementary Notes and context	Last report to GFC: October 5, 2015

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity) <For further information see the link posted on the Governance Toolkit section Student Participation Protocol >	<u><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> • AASUA • Steven Dew, Provost and Vice-President (Academic)
	<u><i>Those who have been consulted:</i></u> <ul style="list-style-type: none"> • Steven Dew, Provost and Vice-President (Academic)
	<u><i>Those who are actively participating:</i></u> <ul style="list-style-type: none"> • Steven Dew, Provost and Vice-President (Academic)

Alignment/Compliance

Alignment with Guiding Documents	<p><i>For the Public Good</i></p> <p>GOAL: SUSTAIN</p> <p>Objective 21: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> <p>Strategy i. Encourage transparency and improve communication across the university through clear consultation and decision-making processes, substantive and timely communication of information, and access to shared, reliable institutional data.</p>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p>1. The <i>Post-Secondary Learning Act (PSLA)</i> governs the appointment, promotion and dismissal of academic staff: "A person shall not be appointed to, promoted to or dismissed from any position on the academic staff at a university except on the recommendation of the president made in accordance with procedures approved by the general faculties council." (Section 22(2) of the PSLA)</p>

Item No. 17G

	<p>2. Academic Staff Posting and Advertising Procedure “Waivers and Exceptions to Posting 7. In exceptional circumstances, the posting requirements for continuing academic positions may be waived with the prior approval of the Provost and Vice-President (Academic). The Provost and Vice-President (Academic) will advise the AASUA of the decision and report all waivers to the General Faculties Council annually.”</p>
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Attachments

1. Interdepartmental Correspondence to Meg Brolley from Steven Dew (page 1)

Prepared by: Susan Buchsdruecker, Faculty Relations Officer, sbuchs@ualberta.ca



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Date: December 16, 2016

To: Meg Brolley
General Faculties Council Secretary and Manager of GFC Services

From: Steven Dew
Provost and Vice-President (Academic)

Re: Waiver of Posting Requirements: Report to GFC Executive Committee

Under the UAPPOL *Academic Staff Posting and Advertising Procedure*, in exceptional circumstances, the Provost and Vice-President (Academic) has the authority to waive the requirement that vacant continuing academic positions must be posted and advertised on the University of Alberta Careers website for a minimum of five business days. The Provost and Vice-President (Academic), is required to report all waivers to the General Faculties Council annually.

For the period July 1, 2015 to June 30, 2016, there were 24 waivers of posting and advertising for continuing academic positions. Of these 24 positions, 8 were Faculty, 2 were Faculty Service Officers, and 14 were Administrative Professional Officers.

The main factors that contributed to the number of positions waived were:

- 1) the individual had held a temporary academic staff position within the department/faculty for several years prior to being appointed to a continuing academic position;
- 2) the individual had transferred from another continuing University position; and
- 3) the position was established under the *Spousal Employment Procedure* and the individual was assessed through an Advisory Selection Committee.
- 4) The position was established under the Aboriginal Targeted Hiring Program and the individual was assessed through an Advisory Selection Committee.

I would be pleased to answer any questions.

Steven Dew

SD/sb

c Michelle Strong, Director, Faculty and Staff Relations

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Item 18 for the **General Faculties Council** Meeting of January 30, 2017

This message was sent by email to members of General Faculties Council on December 6, 2016.

Members of General Faculties Council:

On September 26, 2016, GFC approved the establishment of an ad hoc Committee on Academic Governance including Delegated Authority. The approved terms of reference call for recommendations to come forward to GFC by April 30, 2017. This date is significant as it is the term end date for graduate and undergraduate students whose terms run May 1 – April 30 each year and would thus allow for the current cohort of student members to be involved in this process.

It has, however, been past practice that GFC meetings were not scheduled in April. This means that the ad hoc committee would be required to come forward to GFC with recommendations at the March 20, 2017 meeting of GFC.

While the Committee is working hard to meet that deadline, it is also recognized that the volume of work to be achieved may require a later meeting of GFC.

Members are therefore asked to hold the following date for a special meeting of GFC (if required) to consider recommendations of the GFC ad hoc Committee on Academic Governance including Delegated Authority:

Friday, April 21, 2017
2:00 pm – 4:00 pm
University of Alberta Council Chamber

Meeting materials will be circulated closer to the meeting date.

Thank you for your attention.

Andrea Patrick
Assistant Secretary to General Faculties Council