



Monday, January 29, 2018
Council Chamber, 2-100 University Hall (UNH)
2:00 PM - 4:00 PM

OPENING SESSION

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| 1. | Approval of the Agenda | David Turpin |
| 2. | Approval of the Minutes of November 27, 2017 | David Turpin |
| 3. | Report from the President (no documents) | David Turpin |
| 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

EARLY CONSULTATION

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| 5. | Experiential Learning | Sarah Forgie |
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DISCUSSION ITEMS

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| 6. | Board of Governors/GFC/Senate Summit Debrief (no documents) | David Turpin |
| 7. | Comprehensive Institutional Plan (CIP): Update (no documents) | Steven Dew
Gitta Kulczycki |
| 8. | Peter Lougheed Leadership College - Update | David Turpin |
| 9. | Question Period | David Turpin |
| | 9.1 Question from GFC member Kyle Foster regarding GFC standing committee composition | |
| | 9.1 Response from the President, and Chair of General Faculties Council | |

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.]

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| 10. | Report of the GFC Executive Committee | |
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11. Report of the GFC Academic Planning Committee
12. Report of the GFC Academic Standards Committee
13. GFC Nominations and Elections - [Current GFC committee vacancies](#)
14. Report of the Board of Governors
15. Information Items
 - A. Museums Annual Report
 - B. Undergraduate Enrolment Report
16. Information Forwarded to GFC Members Between Meetings (no items to date)

CLOSING SESSION

17. Next meeting date: February 26, 2018

Presenter(s):

David Turpin	President and Vice-Chancellor; Chair, General Faculties Council
Sarah Forgie	Vice-Provost (Learning Initiatives)
Steven Dew	Provost and Vice-President (Academic)
Gitta Kulczycki	Vice-President (Finance and Administration)

Documentation was before members unless otherwise noted.

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



Meeting of January 29, 2017

MOTION I: TO APPOINT *[This motion may be proposed only by statutory members of GFC]:*

The following undergraduate student representatives, to serve on GFC for terms commencing immediately and ending April 30, 2018:

Joel Agerwal	Faculty of Science
Erin Allen	Faculty of Arts

OUTLINE OF ISSUE
Advice, Discussion, Information Item

Agenda Title: Early Consultation: Experiential Learning

Item

Proposed by	Steven Dew, Provost and Vice-President (Academic)
Presenter	Sarah Forgie, Vice-Provost (Learning Initiatives)

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the item is (please be specific)	<p>To gather feedback from members of General Faculties Council before pursuing initiatives in support of Objective 7, <i>For the Public Good</i>:</p> <p><i>“Increase graduate and undergraduate students’ access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.”</i></p> <p><i>For the Public Good</i> goes on to state that the University of Alberta will pay attention to the development of the whole person and will excel in providing learning environments that transform us, nurture our talents, expand our knowledge and skills, and enable our success. We will build innovative curricular and co-curricular experiential learning programs that engage students, faculty, and staff with issues, questions, and ideas relevant to community organizations, industry, and governments today. We will seek and sustain student success. We will mobilize the expertise of our faculty and expand access to educational experiences for continuing, professional, and lifelong learners.</p> <p>Examples of experiential learning may include: Co-op programs, field experiences, internships, mandatory professional practice, service learning, and study abroad.</p> <p>For this discussion, please consider the following questions:</p> <ul style="list-style-type: none"> - How should we define experiential learning at the University of Alberta? - How do we help faculty and students recognize existing experiential learning opportunities? - How do we increase access to and participation in experiential learning opportunities? - What do we need to create new experiential learning opportunities which are aligned with program goals?
Timeline/Implementation Date	N/A
Supplementary Notes and context	N/A

Engagement and Routing (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p>	<p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> • GFC Executive Committee (November 20, 2017)
<p><For further information see the link posted on the Governance Toolkit section Student Participation Protocol></p>	<p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> • GFC Executive Committee (November 20, 2017)
	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> • General Faculties Council (January 29, 2018)

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p>Institutional Strategic Plan - <i>For the Public Good</i></p> <p>EXPERIENCE</p> <p>GOAL: Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.</p> <p>7 . OBJECTIVE</p> <p>Increase graduate and undergraduate students’ access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.</p> <p>i. Strategy: Increase students’ experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally.</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. <i>Post-Secondary Learning Act</i> (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)).</p> <p>2. GFC Terms of Reference</p> <p>“3. Mandate of the Committee</p> <p>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</p> <p>“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>[...] the role of the Executive Committee shall be to examine and debate the substance of reports or recommendations and decide if an item is ready to be forwarded to the full governing body. The Executive Committee may decide to refer a proposal back to the originating body, to</p>

Item No. 5

	<p>refer the proposal to another body or individual for study or review, or to take other action in order to ready a proposal for consideration by General Faculties Council.”</p> <p>4. Report of the <i>Ad Hoc</i> Committee on Academic Governance Including Delegated Authority “In order to ensure GFC has opportunities to contribute to the content of significant proposals and shape the direction of policy, it is recommended that matters of significant academic importance or interest be brought to GFC for early consultation before proceeding through the regular approval pathway.</p> <p>Recommendation: THAT opportunities be created to allow agenda items that are in the development stage to come before GFC for early consultation and discussion, and that this shall include items that will be considered for approval by standing committees as well as items that will eventually be decided upon by GFC.” (Page 8)</p>
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Prepared by: Sarah Forgie, Vice-Provost (Learning Initiatives) Office of the Provost and Vice-President (Academic), sforgie@ualberta.ca

OUTLINE OF ISSUE
Advice, Discussion, Information Item

Agenda Title: **Peter Lougheed Leadership College - Update**

Item

Proposed by	President; Provost and Vice-President (Academic)
Presenter	David Turpin, President

Details

Responsibility	President; Provost and Vice-President (Academic)
The Purpose of the item is (please be specific)	The purpose of the draft document is to give GFC the opportunity to provide feedback on recommendations for the future direction of PLLC.
Timeline/Implementation Date	Consultation in January 2018
Supplementary Notes and context	The recommendations were produced by an ad hoc working group that was appointed by the president, with representatives from the Students' Union, the deans, and the provost's office. The draft recommendations also incorporate feedback from discussions that took place in the fall at APC, GFC Exec, GFC and Deans' Council about opportunities for the future evolution of PLLC and for leadership initiatives more broadly at the University of Alberta.

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"> •
	<u><i>Those who have been consulted:</i></u> <ul style="list-style-type: none"> • Deans Council (September 20, 2017) • Academic Planning Committee (October 11, 2017) • GFC Executive (October 16, 2017) • General Faculties Council (October 30, 2017) • Principal and Vice-Principal, PLLC (December 2017) • President, Graduate Students' Association (January 8, 2018) • PLLC Academic Oversight Committee (January 10, 2018) • GFC Executive (January 15, 2018) • Deans' Council (January 17, 2018) • Academic Planning Committee (January 17, 2018) • General Faculties Council (January 29, 2018)
	<u><i>Those who are actively participating:</i></u> <ul style="list-style-type: none"> • Vice-President (Academic), Students' Union • Deans of Arts, Science, ALES, Augustana, Business • Deputy Provost • President

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p><i>For the Public Good:</i> Objective 8: Create and facilitate co-curricular and extracurricular learning experiences for undergraduate and graduate students that enable their self-discovery and give them the skills to use their talents, creativity, and curiosity to contribute as future citizens and leaders.</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. Academic Planning Committee Terms of Reference: The Academic Planning Committee (APC) is GFC's senior committee dealing with academic, financial and planning issues. As such, it is not only responsible to GFC (or the Board) for the specific matters itemized below, but may also ask to consider or recommend to GFC on any academic issue, including 1) those issues under the purview of other GFC committees, 2) any academic issue related to restructuring, 3) any research-related issue, or 4) issues linked to academic service units where those issues have a significant academic impact. In like manner, the 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>2. GFC Executive Committee Terms of Reference: 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>

Attachments (each to be numbered 1 - <>)

1. DRAFT Recommendations for PLLC Future Direction

Prepared by: Catherine Swindlehurst, Chief of Staff, Office of the President

DRAFT Recommendations for PLLC future direction January 2018

Background

PLLC was established in 2014 to create opportunities for “undergraduates and emerging leaders to gain skills, experience and understanding needed to demonstrate excellence in leadership in all walks of life and to provide leadership to the greater benefit of society” ([Peter Lougheed Leadership College](#)). In cooperation with several faculties, PLLC delivers the embedded *Certificate in Interdisciplinary Leadership Studies*, which is designed for 3rd and 4th undergraduate students. The Alberta School of Business is the lead faculty responsible for administration of the Certificate, with an Academic Oversight Committee that acts as an advisory body on the certificate’s content and processes.

Based in Peter Lougheed Hall, and funded through donations and a grant agreement from the Government of Alberta, the certificate comprises 12 credits in four courses, one course in each of four faculties (Business, Science, Arts, and Agricultural, Life and Environmental Sciences). In addition, students are required to complete an innovative non-credit Stretch Experience in the summer between the first and second year of the program. The Lougheed College Lecture Series, which is an integral component of one of the first year courses, is also offered to the community at large, including U of A staff and students, as well as by live-stream to other post-secondary institutions in Alberta.

In 2016, President Turpin commissioned Dr. Peter Mackinnon to provide an independent review of PLLC. The findings of this review were generally very positive. A range of operational considerations were also addressed and these were forwarded to PLLC leadership for consideration. At a strategic level, PLLC was found to have a compelling vision that aligned with the University’s Strategic Plan *For the Public Good*. There was strong commitment within PLLC from undergraduate students, most graduate teaching fellows, and the leadership (Principal and Vice-Principal). Some areas of long-term strategic concern were highlighted in the Mackinnon Report, including:

- the long-term financial sustainability of PLLC after the cessation of the government funding in 2027;
- the need for integration of PLLC within the academy, especially in terms of alignment and coordination with other leadership initiatives at the University; and
- the potential for leveraging PLLC as a differentiating characteristic and a reputational opportunity for the University of Alberta.

With the announcement that the Right Honourable Kim Campbell would be stepping down as Founding Principal in June 2018, PLLC has begun to prepare for leadership transition. The program will continue to operate through the transition period, as per the terms of the Government of Alberta grant agreement. The University now has an opportunity to discuss the future vision of PLLC, beyond the successes of the certificate program developed by Kim Campbell and Martin Ferguson-Pell, with a particular focus on the leadership traits required to support expanding the scope of PLLC to support integration of a wider range of UofA leadership programs and initiatives.

Development of the Future Vision of PLLC

In fall 2017, initial consultations began about the future of PLLC with the deans, Academic Planning Committee, GFC Executive Committee and General Faculties Council. There was general agreement that the University should look at the role of PLLC and its place within the University, especially in terms of encouraging alignment between the various campus leadership initiatives. The idea of a

coordinating umbrella for facilitating interaction and cooperation among University leadership programs was suggested several times as a next step in the evolution of PLLC. Some opportunities were raised about the PLLC certificate, in terms of how to expand its reach and accessibility to undergraduate and graduate students. Some useful work has already been started by PLLC in this respect.

In response, President Turpin suggested the formation of a small working group – consisting of deans from key PLLC faculties, a representative from the Students' Union, and a representative from the Provost's Office – to develop a proposal regarding an integrated vision for PLLC and UofA leadership programs, as well as provide advice on the recruitment of the new principal. The proposal would then be circulated for discussion and feedback at Deans' Council, APC, GFC Executive, GFC, and the PLLC Academic Oversight Committee in January 2018, before launching a search for a new principal early in 2018. This group has met on 2 occasions and offers the following recommendations.

Recommendations

1. PLLC should evolve from its current form into an umbrella leadership organization at the University of Alberta. In addition to the certificate and other programs that have been developed by PLLC, the expanded vision would support and facilitate interaction among existing faculty and unit leadership initiatives on campus, and provide the catalyst to develop new leadership initiatives. The goal would be to capitalize on synergies between existing programs and minimize duplication.
2. The working group identified a number of potential short-, medium- and long-term goals for PLLC:
 - a. Short-term goals (1-2 years):
 - Provide a forum for leadership initiatives across our campuses to share best practices and build upon areas of commonality.
 - Capitalize on existing synergies among leadership initiatives and opportunities across the University, including the current certificate, especially at the undergraduate level to create new programs.
 - Create more flexible programming to increase accessibility to undergraduate students from a wider range of programs.
 - Expand leadership offerings on campus to include more opportunities for graduate students.
 - Optimize academic impact and community connection potential of Peter Lougheed Hall.
 - Support ongoing fundraising activity
 - b. Medium term goals (3-4 years):
 - Expand collaboration to include leadership opportunities for staff and faculty.
 - Develop the *Lougheed Fellows program* to encourage the development of leaders-in-residence.
 - Explore possibilities for supporting leadership scholarship across the University.
 - Examine opportunities for building on relationship with The Banff Centre.
 - c. Long term goals (5+ years):
 - Develop and define the external role of the expanded PLLC – e.g., initiatives that bring together members of the external community from across sectors for leadership training and development.
 - Develop a long-term revenue generation and fundraising plan.

3. The vision and mandate for PLLC will require a principal with the following leadership traits:
 - Innovative and strategic thinker with an eye on developing future possibilities, both internal and external.
 - Fosters dialogue within the academy about leadership in the short- to medium-term, building strong relationships with different parts of the university.
 - Understanding of the University of Alberta environment and the system of academic collegial governance.
 - Engagement with multiple communities, both internal and external.
 - Demonstrated ability to navigate the political complexities of the academic environment.
 - Diplomatic, with excellent people skills.
 - Financial acumen with a view to long-term financial interests, and demonstrated ability to raise revenue and support philanthropy at a level commensurate with the needs and opportunities associated with this initiative.
 - Capacity to build and maintain engagement with key external stakeholders.
4. If PLLC were to adopt a broader mandate, the new principal would likely need to modify the organizational structure. While many decisions will need to wait for the appointment of the new principal, the working group had a number initial recommendations:
 - In order to help PLLC integrate into the academic fabric of the university, it should be embedded within the Provost's Office, rather than the President's Office.
 - It is important that Deans provide advice to the evolution of PLLC, either through Deans' Council or through the formation of a Deans' advisory committee.
 - The role and mandate of the Academic Oversight Committee should be reviewed.
5. The existing certificate program will continue to operate through the transition period, as per the terms of the Government of Alberta grant agreement.

Next steps

- Take recommendations to Deans' Council, APC, GFC Executive, GFC and PLLC Academic Oversight Committee for discussion and refinement in January 2018;
- Based on feedback, develop a job description and proposed organization chart for the new principal and reporting arrangement with the Provost Office;
- Launch search process for the new principal in February 2018.

Submitted by the members of the working group:

Allen Berger
Stan Blade
Lesley Cormack
Joseph Doucet
Wendy Rodgers
Jonathan Schaeffer
Shane Scott
David Turpin

Question from GFC Member Kyle Foster (submitted by email on January 11, 2018)

To the sub-committees of the GFC,

Reforming and understanding policy for the GFC and its standing committees is forefront for the GFC's ad hoc committee. Inquiries on the composition of each standing committee have been asked, and while the subject has been addressed, full and clear statements on the rationale behind the composition have not been given.

What is the sub-committee's rationale for the composition? How does the current sub-committee's composition align with the ad hoc committee's recommendations? If the sub-committee has yet to discuss its composition, what recommendations will the sub-committee follow to determine composition?

Response from President and Chair, General Faculties Council

In April 2017, General Faculties Council approved the following documents proposed by the ad hoc Committee on Academic Governance including Delegated Authority:

- [Principles of Delegated Authority](#)
- [Principles of Committee Composition](#), and
- [Roles and Responsibilities of Members](#)

These documents continue to guide the implementation of the recommendations contained in the ad hoc committee's report endorsed by GFC in April 2017. The GFC Executive Committee established a transition committee to advise and guide the implementation of the recommendations to be completed on or before April 2019.

One set of recommendations calls for revisions to the terms of reference of the GFC standing committees. These committees are currently in various stages of this review and this process will continue over the next year.

The transition committee is currently working on a strategy to assist committees in their approach to the review of their terms of reference which will focus discussion on areas of responsibility and delegated authority to ensure that each committee is fulfilling its responsibilities to GFC. This will be followed by a review of committee composition which will reflect the Principles of Committee Composition and Roles and Responsibilities of Members approved by GFC. Depending on the nature of the committee, there may be some instances where the work of the committee dictates variations to these principles; in such cases, the committee will come forward with an explanation on the need for the proposed membership.

The transition committee is currently developing some targeted questions to assist committees with this discussion.

The questions regarding committee composition raised by a member of GFC at the October meeting highlighted the importance of ensuring there is clear rationale regarding committee composition, and this rationale will be included with the proposals for revised terms of reference which will come before GFC for discussion and approval. For the terms of reference approved by GFC in October 2017, these committees will also receive the transition committee questions on committee composition to reconsider their membership.

The transition committee will be reporting at the February 26, 2018 GFC meeting on the status of the ad hoc committee recommendations and will, at that time, provide more details about guiding questions on committee composition.

General Faculties Council Standing Committee Report

GFC Executive Committee

1. Since the last GFC meeting, the Executive Committee met on January 15, 2018.

2. Items Approved Under Delegated Authority

Agenda for the January 29, 2018 Meeting of General Faculties Council

3. Items Recommended to GFC

None

4. Items that the Committee Discussed or Advised on

University of Alberta Museums Annual Report for the Period: July 1, 2016 – June 30, 2017

Board of Governors / GFC / Senate Summit: Getting to Know 'U': Difficult Dialogues on our Campuses

Comprehensive Institutional Plan (CIP): Update

Peter Lougheed Leadership College: Update

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

GFC Academic Planning Committee

1. Since last reporting to GFC, the Academic Planning Committee met on November 29, December 13, 2017 and January 17, 2018.

2. Items Approved under Delegated Authority on December 13, 2017

Proposed Éducation à la petite enfance - Niveau II Certificate Program, Centre collegial de l'Alberta, Campus Saint-Jean

Proposed Éducation à la petite enfance - Superviseur Diploma Program, Centre collegial de l'Alberta, Campus Saint-Jean

Proposed Program Name Changes for the MA, MSc, MCoach, and PhD offered through the Faculty of Kinesiology, Sport, and Recreation, submitted by the Faculty of Graduate Studies and Research

Items Approved under Delegated Authority on January 17, 2018

Proposal from the Faculty of Arts for a new Bachelor of Arts (BA) in Modern Languages and Cultural Studies (MLCS)

3. Items the Committee Discussed or Advised on November 29, 2017

Quality Assurance Reports: Faculty of Extension, Faculty of Rehabilitation Medicine, Faculty of Law, Faculty of Agricultural, Life and Environmental Sciences (ALES), School of Public Health
Update on the Budget

Items the Committee Discussed or Advised on December 13, 2017

Update on the Budget
Update on the Comprehensive Institutional Plan (CIP)
GFC Academic Planning Committee (APC) Terms of Reference – International

Items the Committee Discussed or Advised on January 17, 2018

Annual Report on Undergraduate Enrolment
Update on the Budget
Peter Lougheed Leadership College - Update

Terms of reference and records of meetings for this committee can be found at:
<http://www.governance.ualberta.ca/GeneralFacultiesCouncil/AcademicPlanningCommittee.aspx>

Submitted by:
Steven Dew
Chair, GFC Academic Planning Committee

General Faculties Council Standing Committee Report

GFC Academic Standards Committee

1. Since the last GFC meeting, the GFC Academic Standards Committee met on December 15, 2017, and January 18, 2018
2. Items Approved under Delegated Authority from GFC on December 15, 2017

Approval of Proposed Transfer Credits for December 2017, Office of the Registrar

Proposed Changes to existing Admission requirements for Major in Music and Bachelor of Music, Augustana Faculty

Proposed Changes to Existing Regulations regarding Research Project Registration, Faculty of Graduate Studies and Research

Proposed Changes to Existing Regulations on Progress Requirements, Faculty of Graduate Studies and Research

Proposal from the Faculty of Arts, Department of Modern Languages and Cultural Studies (MLCS), to suspend admission/transfer to the following Bachelor of Arts programs in MLCS: combined major in French and Spanish; Honors in Romance Languages; Comparative Literature major, Honors in Comparative Literature, Combined Honors in Comparative Literature; French major, Honors in French, Combined Honors in French; German major, Honors in German, Combined Honors in German; Latin American Studies major, Honors in Spanish and Latin American Studies; Scandinavian Studies major, Combined Honors in Scandinavian Studies; Spanish major, Combined Honors in Spanish

Proposed changes to Academic Standing Regulations for the Doctor of Pharmacy (PharmD) and Doctor of Pharmacy (PharmD) for Practicing Pharmacists, Faculty of Pharmacy and Pharmaceutical Sciences

Proposal for the approval and addition of admission/transfer and academic standing regulations to the University of Alberta Calendar that currently resides in the Graduate Program Manual, Faculty of Graduate Studies and Research

Proposed Addition of AP Capstone Diploma to Advanced Placement Courses accepted for advanced standing, Office of the Registrar

Items Approved under Delegated Authority from GFC on January 18, 2018

Approval of Transfer Credits for January 2018, Office of the Registrar

Proposal for a new Bachelor of Arts (BA) in Modern Languages and Cultural Studies (MLCS), Faculty of Arts

3. Items Discussed

External Programs for Review and Programs in Progress on Campus: Standing Item

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

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

Submitted by:

Tammy Hopper, Chair

Academic Standards Committee



2017-18 MEMBERSHIP APPOINTMENTS TO

GFC Standing Committees, Appeal Bodies and Other Committees to which GFC Elects

The GFC NC is committed to a process that is rigorous in seeking talented individuals for committee service and devotes substantial time to consultation. Through its mandate, the NC works to ensure the best possible match between prospective members and the committees to which they are nominated. The NC also ensures the broadest possible base of representation given the available pool of nominees.

For the approved terms of reference/full membership criteria and composition of GFC Standing Committees, Appeal Boards and other committees to which GFC elects, please refer to the University Governance main website and navigate to the appropriate committee webpage (see Quick Links below), or visit www.governance.ualberta.ca.

DECLARED AS ELECTED BY GENERAL FACULTIES COUNCIL

[Appointment Effective: December 21, 2017]

[UNIVERSITY APPEAL BOARD \(UAB\)](#) [§30.6.3 OF THE CODE OF STUDENT BEHAVIOUR]

Appointed by GFC: ONE (1) Undergraduate Student at-large to the Panel of Students-Undergraduate:

<u>Candidate</u>	<u>Faculty/Unit</u>	<u>Term Start</u>	<u>Term End</u>
Victoria Courneya (Undergraduate Student)	Faculty of Law	January 1, 2018	April 30, 2019

FOR THE GFC MEETING OF JANUARY 29, 2018

I am pleased to report on the following highlights of the Board of Governors' Open Session meeting held on December 15, 2017:

REPORT OF THE PRESIDENT

The President provided a written report on his activities since October 20, 2017, including updates on the five strategic goals of *For the Public Good*: build; experience; excel; engage; and sustain. In addition to his written report, Dr Turpin provided verbal remarks on: a recent campus forum on financial sustainability and the university's plans to address the structural deficit; the move to multi-year budget planning, and ongoing development of a budget model; advocacy work surrounding the Naylor Report; efforts to lobby the provincial government for an increase to the campus grant; the solicitation of fundraising priorities from the deans in advance of the fundraising campaign; and the upcoming joint summit of the Board, General Faculties Council, and the Senate.

At the request of the Board Chair and Ms Zahra Somani, Chair of the Board Safety, Health and Environment Committee, Mr Rob Munro, Director, Environment Health and Safety, provided the Board with a "Safety Moment" presentation on the importance of hazard assessment and management and its correlation with an organization's overall safety culture.

BOARD OF GOVERNORS' MOTION SUMMARY

On the recommendation of the Board Finance and Property Committee, the Board of Governors approved the execution of a Borrowing Resolution requesting approval of financing for the fourth phase of the five-phase Envision energy management program in an amount not to exceed Eight Million Dollars (\$8,000,000.00) in Canadian funds for a term not to exceed fifteen (15) years at an interest rate of not more than five and one-half percent (5.5%); and application to the Minister of Advanced Education for the required approval of the Lieutenant Governor in Council.

On the recommendation of Board Chair Michael Phair, the Board of Governors approved a set of principles to guide the work of the Board of Governors' Working Group, as follows:

1. A commitment that Board meetings/Board committee meetings be conducted in a manner that encourages participation and engagement while making best use of available time and resources and respecting the volunteer nature of Board members.
2. An expectation that the Board will add value and become visibly high-performing, with a reputation for leading by example, using best practices, and conducting meaningful work.
3. A commitment that Board members will represent the best interests of the University as a whole.
4. An expectation that the Board will generate ideas, thoughts, and perspectives in support of strategic plans and decisions.
5. A commitment to responsive, respectful, and appropriate engagement with other governing bodies and with university administration.
6. A commitment that the Board will carry out duties as prescribed in the *Post-secondary Learning Act*.

INFORMATION REPORTS

- Report of the Audit Committee
 - Management's Quarterly Compliance Certificate
 - Management's Quarterly Information and Privacy Office Compliance Certificate
 - Material distributed between meetings:
 - Cancellation of Service Level Agreement with Athabasca University
 - Summary of the Office of the Auditor General's October 2017 Report
 - Information Technology Report
 - Financial Controls Review
 - Management's Quarterly Financial Statements and Review (including current accounting and financial reporting issues)
 - Institutional Risk Summary Update

- Institutional Risk Indicator Summary and Emerging Risks
- *For the Public Good* Performance Measures
- University Auditor's Annual Internal Audit Report (including Compliance with IIA Standards)
- Update on Risk-Based Internal Audit Plan

- Report of the Finance and Property Committee
 - Project Management Office - Quarterly Status Report
 - 2017-18 Updated Committee Workplan
 - 2016-17 Mandatory Non-Instructional Fees (MNIFs) Annual Report
 - Central Academic Building (CAB) Capital Expenditure Authorization Request (CEAR)
 - Learning Moment: Long Range Development Plans
 - Tuition Briefing
 - Quarterly Financial Review

- Report of the Human Resources and Compensation Committee
 - Position Description, Dean, Faculty of Augustana and Executive Officer of Augustana Campus
 - Indicators of Health and Disability Annual Report
 - Report on Universities Academic Pension Plan (UAPP) / Public Service Pension Plan (PSPP)
 - Presentation by and Discussion with President of Graduate Students' Association (GSA)

- Report of the Investment Committee
 - Portfolio Performance & Compliance – September 30, 2017
 - Cost Effectiveness of Investment Program – Annual Review
 - Update on Work Plan related to Towers Watson Report
 - Investment Proposals – NEIP and UEP – Review and Plan
 - UEP Growth – Private Equity Strategy Progress Report
 - UEP Inflation Sensitive – Commodities Search Progress Report

- Report of the Learning and Discovery Committee
 - Report from the Provost and Vice-President (Academic)
 - Report from the Vice-President (Research)
 - Quality Assurance Briefing: Faculties of Extension, Rehabilitation Medicine, Law, Agricultural, Life & Environmental Sciences (ALES) and the School of Public Health
 - Student Conduct and Accountability Annual Statistical Report
 - Annual Report of the Appeals and Compliance Officer (2016-2017)
 - Undergraduate National Recruitment Strategy: Year 1 Report
 - Executive Summary: Annual Report on Undergraduate Student Financial Support

- Report of the Safety, Health and Environment Committee
 - Dashboard Review
 - Strategic Initiative: Development and Implementation of the Environment, Health & 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
 - Safety Moment: Student Mental Health Overview

- Report of the University Relations Committee
 - Appointment of Ms Sheri Somerville as Committee Vice-Chair
 - Learning Moments:
 - University Relations 101
 - Advancement
 - Navigating Naming
 - 2017-18 Committee Workplan

The Board also received reports from the Chancellor, Alumni Association, Students' Union (including 2016-17 Financial Statements), Graduate Students' Association, Non-Academic Staff Association, General Faculties Council, and the Board Chair.

Prepared for: Katherine Binhammer, GFC Representative on the Board of Governors
By: Erin Plume, Assistant Board Secretary

Please note: official minutes from the open session of the December 15, 2017 Board of Governors' meeting will be posted on the University Governance website once approved by the Board at its March 16, 2018 meeting: www.governance.ualberta.ca/BoardofGovernors/Board/BoardMinutes.aspx.

OUTLINE OF ISSUE
Advice, Discussion, Information Item

Agenda Title: **University of Alberta Museums Annual Report for the Period:
July 1, 2016 – June 30, 2017**

Item

Proposed by	Janine Andrews, Executive Director, Museums and Collections Services, and Jocelyn Hall, Chair, University of Alberta Museums Policy and Planning Committee
Presenter	Janine Andrews, Executive Director, Museums and Collections Services, and Jocelyn Hall, Chair, University of Alberta Museums Policy and Planning Committee

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, 2016 – June 30, 2017
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>Those who have been informed:</u> <ul style="list-style-type: none"> Vice-Provost (Learning Services) (as non-voting member of the Policy and Planning Committee) GFC Committee on the Learning Environment – December 6, 2017
	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> University of Alberta Museums Policy and Planning Committee (November 22, 2017) for review and approval.
	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> N/A

Alignment/Compliance

Alignment with Guiding Documents	<p>For the Public Good</p> <p>EXCEL as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.</p> <p>Objective 13: Enable University of Alberta researchers to succeed and excel.</p> <p><i>Strategy iv.</i> Secure and sustain funding for the continuous evolution and operation of research facilities and resources (e.g., libraries, labs, Research Services Office, museums and collections, performance spaces, fine arts facilities, and U of A Press) to meet the changing needs of our broad-based research community.</p>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal	<p>1. 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</p>

Item No. 15A

<p>(please <u>quote</u> legislation and include identifying section numbers)</p>	<p>Museums Collections, as set out in University of Alberta Policies and Procedures On-Line (UAPPOL).</p> <p>2. 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.</p> <p>3. GFC Committee on the Learning Environment “c) To review and, as necessary, recommend to the GFC Academic Planning Committee or the GFC Executive Committee policies developed by the Learning Services units to promote the University’s Academic Plan.”</p> <p>4. 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> <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 2016 - 2017 (page(s) 1 - 14)

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, 2016 to June 30, 2017



UNIVERSITY OF ALBERTA MUSEUMS ANNUAL REPORT

*including the report of the University of Alberta Museums
Policy and Planning Committee*



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Introduction

UNIVERSITY OF ALBERTA MUSEUMS STRATEGIC PLAN

In response to the University of Alberta's Institutional Strategic Plan *For the Public Good* which was approved in June 2016, the University of Alberta Museums created a unit strategic plan titled: *University of Alberta Museums and Collections Strategic Plan 2017–2021 Contributing to the Public Good*. This plan will help with tasks for the University of Alberta Museums for the upcoming years (2017–2021).

The plan aligns with the University of Alberta Institutional Strategic Plan's goals — Excel, Experience, Engage, and Sustain.

The 2016/2017 Annual Report of the University of Alberta Museums, and those moving forward, will reflect the goals, strategies, activities, and progress towards achieving the goals of the *University of Alberta Museums and Collections Strategic Plan 2017–2021 Contributing to the Public Good*.

UNIVERSITY OF ALBERTA MUSEUMS POLICY AND PLANNING COMMITTEE

The University of Alberta Museums Policy and Planning Committee met on October 6, 2016, February 28, 2017 and April 13, 2017.

The following items were discussed formally at the Policy and Planning Committee meetings during the reporting period.

- The University of Alberta Museums' curator re-designation began in this reporting period as per the *Museums and Collections Policy*. Curator designations are typically a five-year term.
- The Committee voted to approve the deaccession of six meteorite specimens (pieces of the Allende meteorite) in order to use these specimens to trade for other meteorite specimens that were not represented in the Meteorite Collection.
- A Member of the Legislative Assembly (MLA) of Alberta from Medicine Hat, the Right Honourable Robert Wanner, brought forward a request from one of his constituents regarding the reburial of remains of three individuals held at the University of Alberta. At this time, preliminary discussions regarding this request are on-going.
- The process of making "friendly edits" regarding the *Museums and Collections Policy* and related UAPPOL procedures is complete.
- The University of Alberta Museums strategic plan, *Contributing to the Public Good*, was reviewed and commented on at two committee meetings and updates were provided on its distribution to other University of Alberta Museums stakeholders.

GOAL 1

Excel

University of Alberta Museums and Collections excel at contributing to a University of Alberta sustainable culture that fosters and champions distinction in teaching, learning, research and service.

Strategy – Academic Alignment: Align UA Museums and Collections with established and emerging areas of signature research and teaching to ensure museum programs are prioritized to meet University of Alberta needs.

Progress

- The curator review and re-designation process was 70 per cent complete at the end of the reporting period and one new curator was added to the network.

Strategy – Training to Excel: Proactively train Curators, professors, staff and students to excel at integrating UA Museums collections into teaching, learning and research activities.

Progress

- Plans for progress in 2017/18.

Strategy – Facilities Review: Plan and advocate for multi-purpose museum accessible facilities that support strategic research and teaching areas across disciplines and programs.

Progress

The University of Alberta Museums has worked over the last year to provide action and assistance with facility issues. The following are just some of the facility updates the University of Alberta Museums worked on this reporting period:

- A significant portion of the Laboratory for Vertebrate Paleontology's collection, including fossil fishes, reptiles, and mammals, moved to a new storage location in the Centennial Centre for Interdisciplinary Science. This was done to ensure proper environmental conditions were being met for the long-term conservation of the collection.

- A storage reorganization project for the University of Alberta Art Collection stored at University Terrace began in June 2017 and will continue. The project will involve an inventory of the collection, digitization of works of art, and creation of accessible storage for art placement candidates.
- There was a significant incident in the Vascular Plant Herbarium involving a burst pipe. Although there was minimal short-term damage to the collection, the heat and humidity caused by the burst pipe could have long-term consequences for the collection. As a result, this incident brought awareness to Risk Management and they will strike an ad-hoc committee with the University of Alberta Museums to work on future facility issues that could have an impact on collections.



- A sculpture from the University of Alberta Art Collection on display in the Fine Arts Building was damaged when someone attempted to move it without authorization. Conservation was attempted on the work of art, but the damage was irreparable. As a result, the work of art will be deaccessioned.

FAST FACT

In this reporting period, **4,203 new media records** have been added to the **University of Alberta Art Collection's database** (new media records include images and any miscellaneous documents).

Strategy – Innovate Online Catalogue Access: Innovate online catalogue access to advance priority research and teaching areas (e.g., Biodiversity Interfaces).

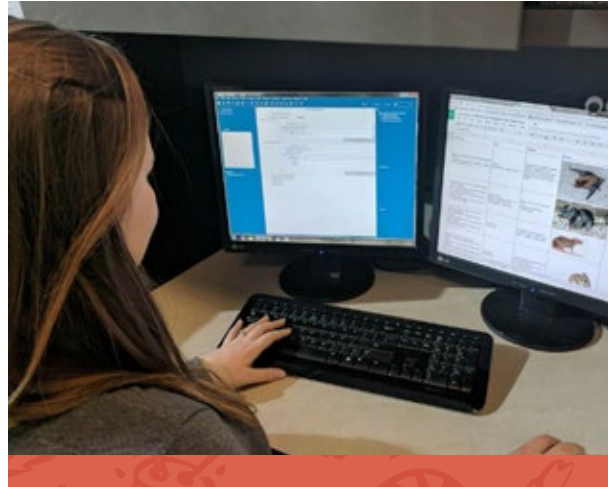
Progress

- Beta website launched for Natural Science collection database search interface in June 2017.
- University of Alberta Museums set-up and trained 10 new account users (for example: students, researchers, etc.) on Mimsy XG – the collections management system used by the University of Alberta Museums.

Strategy – Respectful Acquisitions>Returns: UA Museum collections are respectfully acquired, managed and returned (if appropriate) within our diverse cultural and scientific obligations, relationships and priorities with our communities.

Progress

- The University of Alberta Museums Executive Director presented to the University of Alberta Advancement Officers in order to demonstrate the role the University of Alberta Museums unit plays in respectful acquisition of museum objects. As a result of this presentation, there have been eight follow-up sessions with Advancement Officers to discuss our procedures.
- Two community amateur entomology collectors donated their collections of spiders and moths, respectively, to the E.H. Strickland Entomological Museum. This totalled over 64,000 combined specimens and an appraisal value of over \$295,000. The University of Alberta Museums worked with the Advancement office and the E.H. Strickland Entomological Museum to bring these acquisitions into the collection.
- The Clothing and Textiles Collections had 15 new acquisitions in 2016/2017 which totalled 43 objects added to the collection.
- The University of Alberta Art Collection had 16 new acquisitions in 2016/2017 which totalled approximately 160 objects added to the collection.



GOAL 2

Experience

FAST FACT

A volunteer in the Fossil Hominid Collection completed large portions of species re-designations that has gone undone for a number of years.



University of Alberta Museums and Collections are integral to the learning experience at all stages of life through the development of inspiring opportunities that nurture talents, expand knowledge and skills, and enable individual success.

Strategy - Volunteer Program: UA Museums and Collections Volunteer Program is an integral part of the University of Alberta learning and development experience and the priorities of the UA Museums and Collections.

Progress

- The University of Alberta Museums Volunteer Pilot Program concluded in June 2017. There were 14 volunteers recruited for positions within six University of Alberta Museums collections. The University of Alberta Museums received 63 applications - 42 of which were University of Alberta students (undergraduate, graduate and post-doctoral) and 21 were members of the community (retired, alumni, seeking employment, etc.).
- Of the volunteers engaged in the pilot program survey, 100 per cent reported an increase in database skills and would recommend the program to peers.

Strategy – Student Internship Program: UA Museums and Collections Student Internship Program is a meaningful, paid program and aspirational learning experience that is accessible to all students and is sustained as a dynamic complement to the UA Museums and Collections strategic priorities.

Progress

- The University of Alberta Museums hired one student intern in summer of 2016 (Taylor Berry, Biological Sciences, Environmental Studies) – she is currently employed with the Royal Alberta Museum.
- The University of Alberta Museums has one intern for the summer of 2017 (Jean Middleton, Archaeology, History) who will be attending the University of Aberdeen in Scotland in Fall 2017 to begin her masters in museum studies.
- A review of the internship program and process will begin and will be reported on in the next annual report.

Strategy – Use of UA Museums collections and exposure to UA Museum and Collections practices is an integral component to student learning at the University of Alberta.

Progress

- Plans for progress in 2017/18.

GOAL 3

Engage

FAST FACT

Over 234,000 views occurred on the University of Alberta Museums webpage from 43,000 users — 33.8 per cent were returning visitor and 66.2 per cent were new.

University of Alberta Museums and Collections are fully accessible and engage individuals and communities by creating reciprocal, mutually beneficial learning experiences, research projects and collaborations.

Strategy – Focused Communications Tools: UA Museums and Collections collection tools (e.g., website; social media; print media; presentations) are focused and built to effectively engage our priority communities

Progress

- A first draft of the University of Alberta Museums Digital Strategy has been completed. It will contribute to the communication plan of the unit.
- The University of Alberta Museums launched a new WordPress blog and has collected baseline data.

Strategy – Public Programs: Facilitate and promote public research and aspirational information experiences through innovative and meaningful access to UA Museums and Collections on and off campus.

Progress

- The University of Alberta Museums produced a total of eight exhibitions in the University of Alberta Museums Galleries at Enterprise Square within the last reporting period - five were produced by the University of Alberta Museums and three exhibitions were created through various community partnerships (Dressing Global Bodies Symposium, Government of Alberta Historic Resources Management Branch and the Consulate-General of the People's Republic of China).
- During this reporting period the University of Alberta Museums also concluded their time at Enterprise Square. The Office of the Provost approved one-time funding for the 2016/17 budget year to allow the University of Alberta Museums Galleries at Enterprise Square to

wind down its operations and meet existing commitments to artists, exhibits, and programs. That funding ended with the fiscal year on March 31, 2017.

- The University of Alberta Museums is currently without a public exhibition space.
- The University of Alberta Museums completed seven expeditions on the web-based crowdsourcing platform Notes from Nature based out of University of California Berkley. These expeditions saw 6,390 specimens from the E.H. Strickland Entomological Museum with collection information transcribed by citizen scientists from all around the world.
- The E.H. Strickland Entomological Museum and the University of Alberta Museums completed a hallway exhibition outside the collection space in the Biological Sciences building. This exhibition features stories from the collection on bumblebees, ground beetles and a brief history of the microscope.

Strategy – Public Art Program: UA Museums and Collections Public Art Program is an inspiring learning program offered across all campuses for the public good.

Progress

- A recently acquired art donation from a former University of Alberta Chancellor, Ralph Young, to the University of Alberta Art Collection was installed in the newly constructed Peter Lougheed Leadership College in time for the building's opening.
- Thirty-four works of public art were installed in eight strategic areas around the University of Alberta campus some of which include:
 - Quad (1)
 - Faculty of Extension (6)
 - Campus Tower (9)
 - Arts and Convocation Hall (13)



Strategy – Relationship Building & Recognition:

Build strategic, meaningful reciprocal relationships and collaborations with our UA Museums and Collections communities.

Progress

- One curator and one volunteer were honoured at the annual University of Alberta Museums Celebration in March 2017.
Curator: Felix Sperling, E.H. Strickland Entomological Museum
Volunteer: Donald MacFarlane, Volunteer, Laboratory for Vertebrate Paleontology
- The University of Alberta Museums Hall of Fame is currently housed at Enterprise Square in the former University of Alberta Museums Galleries at Enterprise Square. Discussions to relocate the Hall of Fame to a location on campus are currently on-going.

GOAL 4

Sustain

University of Alberta Museums and Collections people and their work are sustained and enhanced by attracting and stewarding the resources we need to deliver excellence to the benefit of all.

Strategy – Best Practice/ Policy Compliance: Implement continuous improvement in UA Museums and Collections practice and adherence to UA Museums and Collections policies campus-wide through training, communication, collaboration and best practice.

Progress

- Internal operating procedures have been revised and completed for 13 procedures – which support UAPPOL. Some of these procedures include: Appraisals, Export Permits, and Deaccession.
- An Integrated Pest Management program was implemented in 11 at-risk collections (eg. Clothing and Textiles Collection, University of Alberta Museum of Zoology, etc). This project, funded by the Alberta Museum Association and the University of Alberta Museums, incorporated sustainable prevention, monitoring, and response processes for long-term preservation.
- A location tracking pilot program was implemented in two University of Alberta Museums collections (University of Alberta Art Collection and Meteorite Collection). Over 35 per cent of the University of Alberta Art Collection was completed. A combined 4,137 objects in the University of Alberta Art Collection and Meteorite Collection were barcoded.



Strategy – External Resource Building: Secure and steward financial and other resources to support the UA Museums and Collections goals and strategies.

Progress

The University of Alberta Museums was able to secure the following grants for activities that occurred within this reporting period:

- Museum Assistance Program (MAP) Grant (Department of Canadian Heritage) – location tracking project (\$50,000)
- Alberta Museums Association Institutional Grant – pest management project (\$10,499)
- Alberta Museums Association Professional Development Grant – Attendance of two University of Alberta Museums employees at the Museums and the Web conference in Cleveland, Ohio in April 2017 (\$2,000)

APPENDICES

A

POLICY AND PLANNING COMMITTEE MEMBERSHIP 2016/17

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*

Ex Officio (non-voting) 2016/2017

Gerald Beasley
Vice-Provost, Learning Services

General Faculties Council (elected)

Roger Epp
Director, UAlberta North

Kisha Supernant
*Associate Professor, Department of
Anthropology*

Curators Committee (elected)

Michael Caldwell
*Curator, Higher Vertebrates
Department of Biological Sciences*

Jim Corrigan
*Curator, University of Alberta
Art Collection
University of Alberta Museums*

Andrew Derocher
*Curator, Mammalogy/UAMZ
Department of Biological Sciences*

Murry Gingras
*Curator, Trace Fossil Collection
Department of Biological Sciences*

Undergraduate Student Representative (voting)

Taylor Wright

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)*

Christina Marocco
*Admin Team Lead, University
of Alberta Museums (Meeting
Coordination)*

APPENDICES

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 Music

Canadian Centre for Ethnomusicology
Curator: Michael Frishkof

Kule Folklore Centre

Bohdan Medwidsky Ukrainian Folklore Archives
Curator: Maryna Chernyavska

FACULTY OF AGRICULTURAL, LIFE AND ENVIRONMENTAL SCIENCES

University of Alberta Botanic Garden

University of Alberta 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: Vacant

Laboratory for Vertebrate Paleontology

Curator: Michael Caldwell (Higher Vertebrates)
Curator: Philip Currie (Dinosaur Collection)
Curator: Alison Murray (Fossil Fishes Collection)
Curator: Corwin Sullivan (Philip J. Currie Dinosaur Museum)

APPENDICES

B

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

C

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)
(until July 2017)*

APPENDICES

C

MUSEUMS AND COLLECTIONS SERVICES STAFF

Jim Corrigan

*Curator, University of Alberta
Art Collection (passed away
March 2017)*

Matthew Hills

*Assistant Curator, University
of Alberta Art Collection*

Jill Horbay

*Communications and Marketing
Coordinator*

Tom Hunter

*Collections Assistant, University of
Alberta Art Collection*

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 (until
January 2017)*

Jim Whittome

*Museums Collections Management
(until September 2016)*

MUSEUMS AND COLLECTIONS SERVICES TEMPORARY STAFF

Lacey Huculak

*Volunteer Coordinator
(until July 2017)*

Jean Middleton

Intern (Summer 2017)

Alexis Miller

*Social Media and Communication
Assistant (until December 2016)*

Julia Rudko

*Collections Assistant (Location
Tracking Project) (until May 2017)*

Sarah Spotowski

*Curatorial Assistant, University of
Alberta Art Collection*

Jessica Tofflemire

*Collections Assistant (Pest
Management Integration) (until April
2017)*

D

FRIENDS

FRIENDS OF THE UNIVERSITY OF ALBERTA MUSEUMS BOARD OF DIRECTORS 2016/17

Stephanie Huolt

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Janet Sperling

Vice President

Jackie Flaata

Treasurer

Tyler Nelson

Secretary

Liz Ingram

Director

Cathy Roy

Director

Brittany Wingert

Director

Janine Andrews

*Executive Director,
University of Alberta Museums
Ex Officio (voting)*

Jocelyn Hall

*Curator, Vascular Plant
Herbarium and Chair, Policy
and Planning Committee
Ex Officio (non-voting)*



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OUTLINE OF ISSUE
Advice, Discussion, Information Item

Agenda Title: **Annual Report on Undergraduate Enrolment 2017-18**

Item

Proposed by	Lisa Collins, Vice-Provost and University Registrar
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 discuss the 2017/18 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 support 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 15, 2018 • APC - January 17, 2018 • Advisory Committee on Enrolment Management- January 26, 2018 • GFC - January 29, 2018 • BLDC (Executive Summary only) - March 2, 2018 • Statutory Deans' Council- February 7, 2018 • PEC-O- TBA • Chairs Council- March 27, 2018 • Vice-Provosts' Council- February 12, 2018
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • President and Vice Chancellor- Dr. David Turpin- January 5, 2018 • Office of the President- (Dr. Catherine Swindlehurst)- January 5, 2018 • Provost and Vice President Academic- Dr. Steven Dew- January 5, 2018 • Deputy Provost Dr. Wendy Rodgers • Vice-Provosts Dr. Tammy Hopper and Dr. Sarah Forgie- January 5, 2018 • Office of the Provost: Ms. Edith Finczak, Ms. Kathleen Brough, Ms. Andrea Patrick- January 5, 2018 • Strategic Analysis and Data Warehousing – Ms. Deborah Williams- January 5, 2018 • Vice Provosts' Council- February 12, 2018

	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> • FGSR, for purposes of coordinating graduate and undergraduate annual enrolment reports

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p>For the Public Good</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 (Section 3/ 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,</p>

Item No. 15B

	<p>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)]”</p> <p>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.”</p> <p>4. Board Learning and Discovery Committee Terms of Reference (Section 3/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> <ul 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>5. 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>6. Enrollment and Planning:</p> <ul style="list-style-type: none">• To recommend to GFC on University-wise enrolment targets for undergraduate and graduate students.• To recommend to GFC on enrollment management processes, including the establishment of new quotas for individual Faculties and programs.
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Attachments

1. Attachment 1 (pages 1 – 40) - Annual Report on Undergraduate Enrolment 2017/18



**ANNUAL REPORT ON
UNDERGRADUATE ENROLMENT 2017/18**

January 17, 2018



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MESSAGE FROM THE VICE-PROVOST AND UNIVERSITY REGISTRAR

The university's learning environment and broader success depends on stable, planned, and managed enrolment. The Office of the Registrar continued to work with faculties and administrative units this year to provide guidance on enrolment management best practice. We increased the number of planning meetings and used detailed reporting to help support evidence-based decisions. We continue to see fruitful results as we work collaboratively with our partners.

This year's fifth installment of the Annual Report on Undergraduate Enrolment also reflects the first year of our Undergraduate National Recruitment Strategy efforts. Through strategic undergraduate enrolment management, we support the university in achieving its objective to "Build a diverse, inclusive community of exceptional students from Edmonton, Alberta, Canada and the world."

It has been a record year for undergraduate enrolment for the University of Alberta, particularly in terms of applications and admissions. The university experienced increased demand this year, while continuing to provide a healthy balance of accessible and competitive programs. I'm pleased that we landed just 1.3 per cent above our undergraduate enrolment targets. This result is a reflection of the quality of our students, as we admitted more applicants with exceptional admission averages.

However, the real story comes from specific groups within our undergraduate student population. We remain committed to balancing the provision of access for Alberta students with growing and diversifying our out-of-province and international populations, and at the same time, improving access for Indigenous students. We saw significant increases for all of these groups for our incoming, new-to-university, direct-entry students: +5.5 per cent Albertan students, +33.3 per cent out-of-province students, +11.4 per cent Indigenous students, and +21.4 per cent international students.

We have been building towards our goal of 15 per cent for international undergraduate enrolment with the expressed aim of ensuring a diverse classroom environment and a more global experience for all of our students. This year, the university saw significant growth in international demand and international students now comprise 14.7 per cent of the undergraduate student body. It is likely that geopolitical factors, such as the US travel ban, contributed to the increase in international applications. Students who may have chosen to study in the US are now considering Canada, and the University of Alberta, more often. Our increased recruitment efforts targeting this audience certainly contributed to the gains as well.

While applications to the university increased by 6.7 per cent, we processed those applications quicker than ever before due to the addition of automatic evaluation as part of our admissions process. Use of this new technology increased efficiency, allowing us to provide admission offers sooner in the application cycle, as well as on a more timely basis; some in as soon as twenty-four hours after submitting an application. I hope to see continued innovation and efficiency in our processes in years to come.

While enrolment trends are sometimes difficult to predict, early indicators suggest that this past year's unprecedented demand for seats at the University of Alberta will continue for at least the next several years. Through conscious planning and active management, I am confident we will be able to guide our institution to meet targets and be intentional in building our next undergraduate class, no matter what the demand. I am proud of the progress we've made this year, and look forward to what we can achieve in the future.

Lisa Collins
Vice-Provost & University Registrar

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 2017/18 report is the fifth 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	Per cent		Persons	Per cent
Domestic	27,083	85.3%		29,533	93%
International	4,681	14.7%		2,231	7%
Total undergraduate enrolment	31,764	100%		31,764	100%

For 2017/18, total undergraduate enrolment was the highest since 2013/14, representing approximately 1.3 per cent enrolment above target. Part-time student enrolment was 2,231, constituting seven per cent of the total undergraduate enrolment.

Applicants

	Persons	Rate
Total applicants	34,206	
Admitted	22,118	Admission rate: 64.7%
Registered	12,998	Yield rate: 58.8%

2017/18 witnessed a record year for enrolment, resulting in a 6.9 per cent increase in applications over the preceding enrolment cycle. A 12 per cent increase in applications from high school students had the most impact on the overall growth in applications. To prevent over-enrolment, the university became more selective relative to prior years. Mean high school applicant admission averages in eight faculties were equal to or higher than the previous year, resulting in greater registration of applicants with higher admission averages. The mean admission averages among registered students from undergraduate direct-enrolment was 85.3 per cent, up from 85 per cent in the year prior. Accordingly, yield rate (the proportion of

¹ University of Alberta Institutional Strategic Plan, *For the Public Good*

admitted applicants who register) dropped by one per cent from the prior year.

International Citizenship of Undergraduates

Top citizenship countries of international students	China: 69.1%	India: 4.0%	Nigeria: 2.7%
Total country citizenship in international headcount	106	China, India, and Nigeria each have 100 or more students in the population.	

The diversity of our undergraduate population increased in 2017/18, with the number of international citizenship countries increasing by six more than the previous year. China, India and Nigeria account for 76 per cent of the citizenship of our total international students. While China remains the top citizenship country, enrolment from other countries with historically small populations within our student body increased by two per cent.

Domestic Origin of Undergraduates

Location (based on permanent home address)	Persons	Per Cent of Headcount
Edmonton & area	15,810	49.8%
Rest of Alberta	7,923	24.9%
Canada (excluding Alberta)	2,725	8.6%
Outside of Canada*	5,306	16.7%

*Students coming from outside of Canada are not always international as they may be Canadian citizens or permanent residents.

The university continues to demonstrate its commitment to providing access for highly qualified domestic applicants. Our domestic undergraduate headcount grew by 548 in 2017/18 to reach 27,083, representing 85.3 per cent of our total undergraduate students. 83.3 per cent of our total undergraduate students had home addresses within Canada at the time of application.

Aboriginal Enrolment

	Persons	Per Cent of Overall Numbers
Total Aboriginal enrolment	1,081	3.4%
New Aboriginal applicants	748	2.8%
New Aboriginal applicants admitted	510	3.1%

The overall proportion of Aboriginal students in total headcount hit a new high of 3.4 per cent in 2017/18. The increases observed in our Aboriginal enrolment are partly the result of increased admission in 2017/18. Aboriginal admission among new-to-university applicants reached yearly highs in 2017/18. The new-to-university Aboriginal admission rate (the proportion of applicants who get an offer of admission) and yield rate (the proportion of admitted applicants who registered) were 68.2 per cent and 64.5 per cent

respectively, which are greater than the overall admission rate (64.7 per cent) and yield rate (58.8 per cent) among all undergraduate applicants.

Year 1 to Year 2 Retention Rates

	Year 1 to Year 2 Retention Rate
Domestic students	90%
Aboriginal students	91.1%
International students	88.6%
Total	89.8%

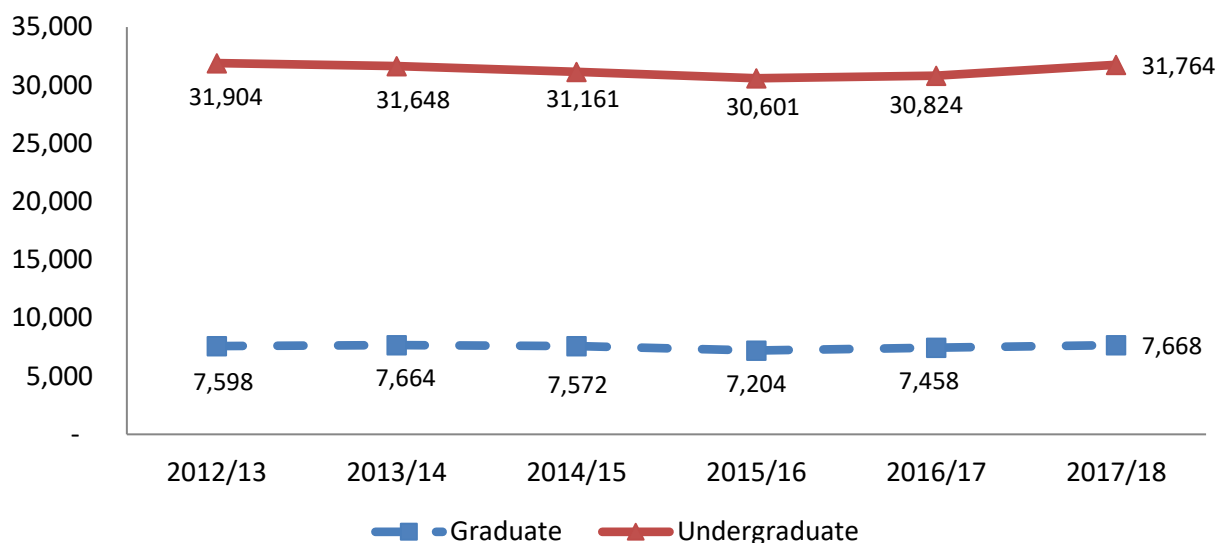
The year one to year two retention rate for all undergraduate students reached a new high of 89.8 percent this year. This overall rate is derived from the following rates of specific student populations: 90 per cent among domestic students, 88.6 per cent among international students, and 91.1 per cent among Aboriginal students. Most of the year one to year two retention comprises of students returning to their first-year faculty while the proportion who transfer to a different faculty continues to decrease, especially among domestic students. Faculty change continues to remain high among international students, however.

1. TOTAL UNDERGRADUATE ENROLMENT

1.1 ENROLMENT HEADCOUNT

This year saw unprecedented demand for our programs from both domestic and international applicants. The increased demand meant that the university went slightly above enrolment target as we tried to balance the twin objectives of enrolling to target and providing access for highly qualified applicants. This year's 31,764 headcount was approximately 1.3 per cent above enrolment target.

Figure 1: Enrolment Headcount (2012 to 2017)



Source: Office of the Registrar, December 1 REGSTATS Archive

Notes:

1. Undergraduate headcount includes 1,011 Postgraduate Medical and Dental Education Students
2. The undergraduate numbers shown for 2015/16 and 2016/17 differ by 25 and 27 respectively from what was reported in 2015 and 2016 annual reports, as the current data no longer includes students in the Career Preparation Program of Faculté Saint-Jean. Beginning from 2015/16, Career Preparation Program data was separated from undergraduate data.

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). The increase in demand for our programs this year is reflected by the 2,229 (or 6.9 per cent) increase in the number of applicants, the 1,011 (or 4.8 per cent) increase in applicants admitted, and the increase in new-to-program headcount by 289 (or 2.3 per cent). Continuing registration also increased by 622. In all, total registration increased by 951 or 3.2 per cent.

Table 1: 2017/2018 Applicant and Registration Numbers

Program Faculty	Applicants	Applicants Admitted	Applicants Registered	Continuing Registered	Total Registered
ALES	2,125	1,000	553	1,047	1,592
Arts	8,346	5,339	2,571	3,331	5,856
Augustana	2,101	885	320	728	1,045
Business	1,526	847	717	1,319	2,044
Education	3,410	1,616	1,103	1,851	2,951
Engineering	6,222	3,657	1,942	2,484	4,445
Kinesiology, Sport, and Recreation	1,492	564	367	632	996
Law	1,137	494	221	339	561
Medicine and Dentistry	2,302	431	344	708	1,049
Native Studies	353	163	99	109	204
Nursing	2,771	732	465	823	1,284
Open Studies	1,578	1,475	1,008	262	1,245
Pharmacy and Pharmaceutical Sciences	637	175	144	402	546
Rehabilitation Medicine	4	4	4	1	5
Faculté Saint-Jean	612	385	268	392	655
Science	12,709	5,697	2,872	3,476	6,314
2017 Total	34,206	22,118	12,998	17,904	30,792
2016 Total	31,977	21,107	12,709	17,282	29,841
Year Over Year Change (#)	2,229	1,011	289	622	951
Year Over Year Change (%)	6.97%	4.8%	2.3%	3.6%	3.2%

Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Enrolment Management Table

Notes:

1. "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 of 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.
2. Numbers shown for Pharmacy and Pharmaceutical Sciences include BSc Pharmacy as well as the Doctor of Pharmacy program which is considered an undergraduate program.
3. The sums of applicants and admitted within each faculty will exceed the total overall count as shown, as some applicants apply to and are admitted in more than one faculty.
4. Applicants admitted shown for 2016 will differ from those shown in 2016 annual report as the current numbers now include offers declined, cancelled or revoked. The institution has adopted an enhanced methodology to track all applicants that allows tracking of applicants who were initially admitted but had their offers declined, cancelled or revoked.

1.3 ENROLMENT FULL LOAD EQUIVALENTS, UNDERGRADUATE

As mentioned in section 1.1, the 2017/18 enrolment year witnessed an unprecedented growth in demand with the university balancing the desire to enroll to target with the need to provide access for highly qualified students. The overall undergraduate enrolment target was 26,695 Full Load Equivalents (FLEs), while the total FLEs realized is estimated at 27,052. Faculty enrolments vary. The Faculty of Engineering was the most under-enrolled, estimated at 199 FLEs or 4.4 per cent below target. The Faculties of Business and Nursing also under-enrolled by 21 FLEs (or 1.2 per cent) and 90 FLEs (or 6.7 per cent), respectively. Enrolment in the remaining faculties are either on target or mildly over target, bringing the institutional aggregate to 1.3 per cent above the institutional enrolment target.

Table 2: 2017/2018 Enrolment by FLE and Comparison with Targets

Program Faculty	2017/18 FLE Estimate	2017/18 FLE Target	2017/2018 Over/Under Enrolment FLE	2017/18 Over / Under %	2016/17 Over / Under %
ALES	1,295	1,227	68	5.5%	1.8%
Arts	4,866	4,871	-5	-0.1%	-2.7%
Augustana	935	899	36	4.0%	-1.9%
Business	1,765	1,786	-21	-1.2%	-1.8%
Education	2,627	2,551	76	3.0%	1.1%
Engineering	4,301	4,500	-199	-4.4%	-5.9%
Kinesiology, Sport, and Recreation	860	800	60	7.5%	4.7%
Law	557	525	32	6.1%	6.6%
Medicine and Dentistry	1,076	1,040	36	3.4%	2.5%
Native Studies	142	130	12	9.6%	-3.0%
Nursing	1,264	1,354	-90	-6.7%	0.2%
Open Studies	640	543	97		
Pharmacy and Pharmaceutical Sciences	498	467	31	6.6%	6.5%
Rehabilitation Medicine	1		1		
Faculté Saint-Jean	591	514	77	14.9%	0.3%
Science	5,637	5,488	149	2.7%	-1.1%
Total	27,052	26,695	357	1.3%	-1.0%
Average* (Excluding Open Studies)			17	3.6%	0.5%

Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Enrolment Management Table

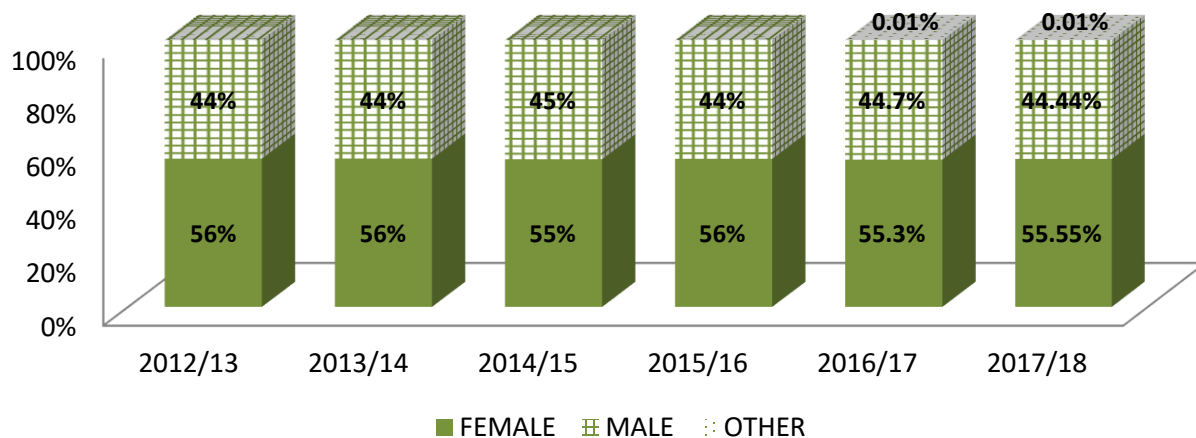
Notes:

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 2017/18 are from pages 90 - 133 of the university's 2017 Comprehensive Institutional Plan <https://cloudfront.ualberta.ca/-/media/ualberta/reporting/comprehensive/cip2017.pdf>
3. FLE estimates are based on registration headcount and two-year FLE to headcount conversion rate as of December 1, 2017.
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

Approximately 55.5 per cent of our undergraduate students identify as females while 44.4 per cent identify as males. Starting from January 2016, the university provided a third gender option to allow students to declare “other” in their institutional gender records. Five persons reported the “other” gender in 2017/18, which represents 0.01 per cent of the total undergraduate population. Observed gender distribution of undergraduate students is very similar to what was observed in the preceding year.

Figure 2: Gender Distribution in Undergraduate Registration (2012 to 2017)

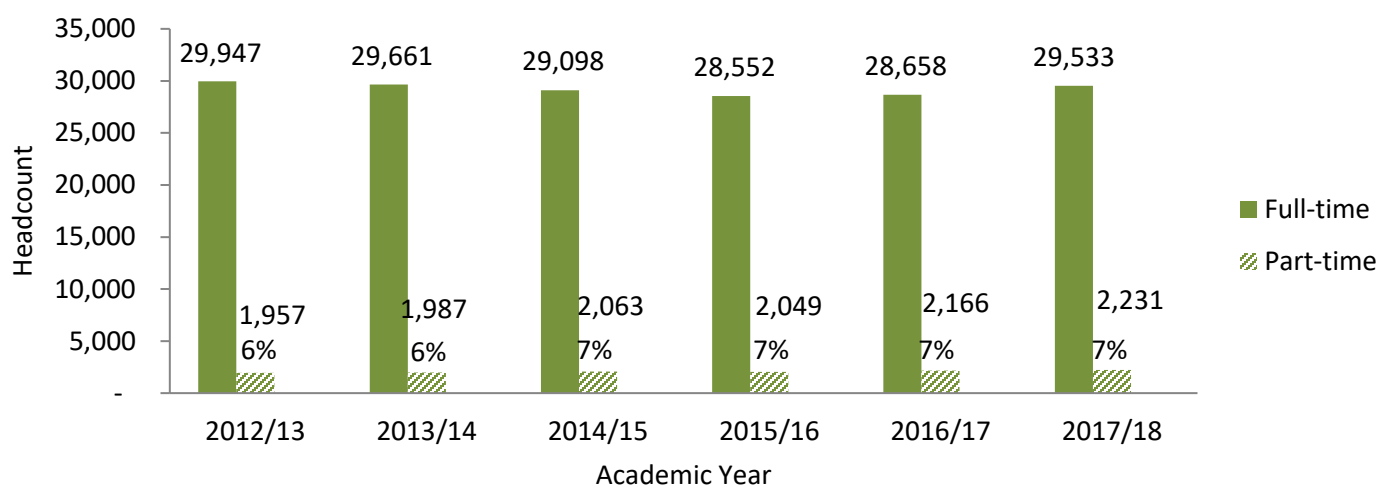


Source: Office of the Registrar, December 1 REGSTATS Archive

1.5 FULL-TIME AND PART-TIME UNDERGRADUATE HEADCOUNT

University of Alberta undergraduate enrolment is classified as either full-time or part-time. Part-time students are defined as those who are registered for fewer than nine credit course weight in a term. The proportion of part-time students in undergraduate enrolment has varied between six per cent and seven per cent over the past six years. In 2017/18, part-time students constituted six per cent or 2,231 of our total enrolment while full-time students numbered 29,533 or 93 per cent.

Figure 3: Full and Part-Time Undergraduate Headcount (2012 to 2017)



Source: Office of the Registrar, December 1 REGSTATS Archive

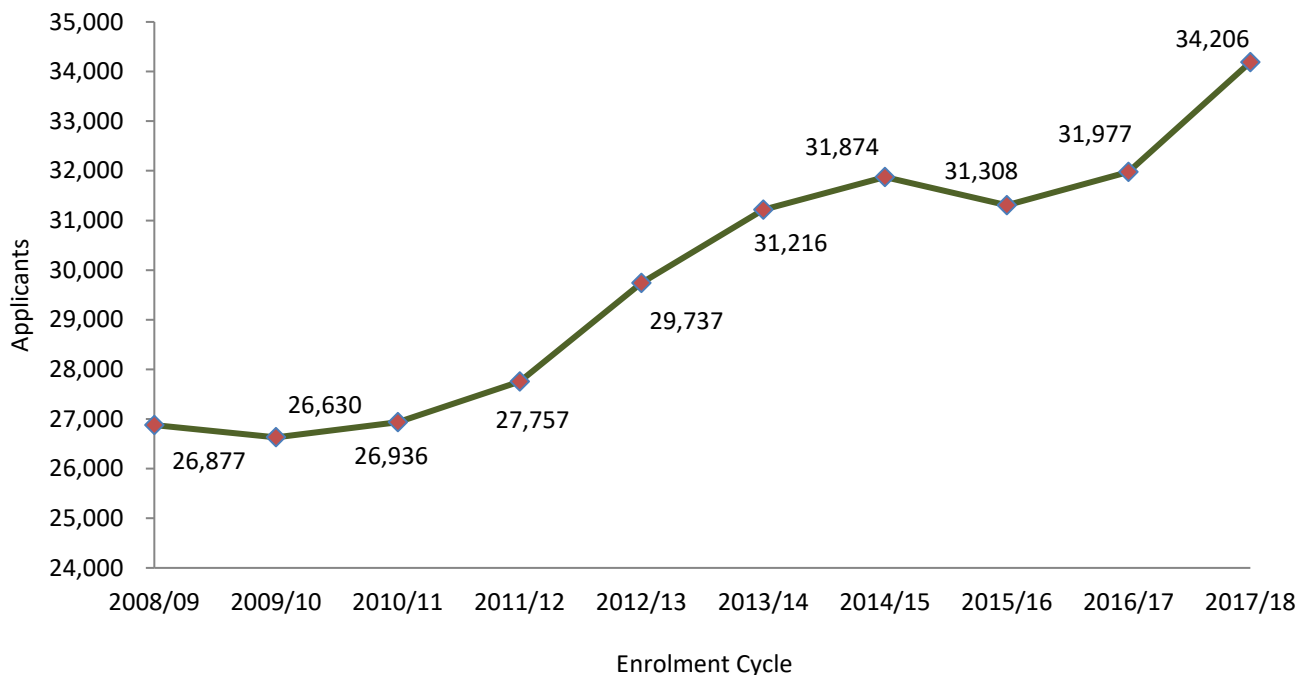
Note: The total numbers shown for 2015/16 and 2016/17 differ by 25 and 27 respectively, from what was reported in 2015 and 2016 annual reports, as the current data no longer includes students in the Career Preparation Program of Faculté Saint-Jean. Beginning from 2015/16, Career Preparation Program data was separated from undergraduate data.

2. FALL 2017 INTAKE ENROLMENT

2.1 APPLICANT NUMBERS

A strong growth trend in applications was observed in the past decade. Applicant numbers showed continuous growth between 2009/10 and 2017/18, except for a temporary decline in 2015/16. In 2017/18, the applicant number reached a new high of 34,206 persons representing 2,229 applicants (or 6.9 per cent) more than preceding year. The overall growth in application was mainly due to an increase in direct-entry applicants, while post-secondary transfer applications showed relatively moderate growth (see sections 2.6 and 2.7).

Figure 4: Ten Year Undergraduate Applicant Curve (2008 to 2017)



Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Enrolment Management Table

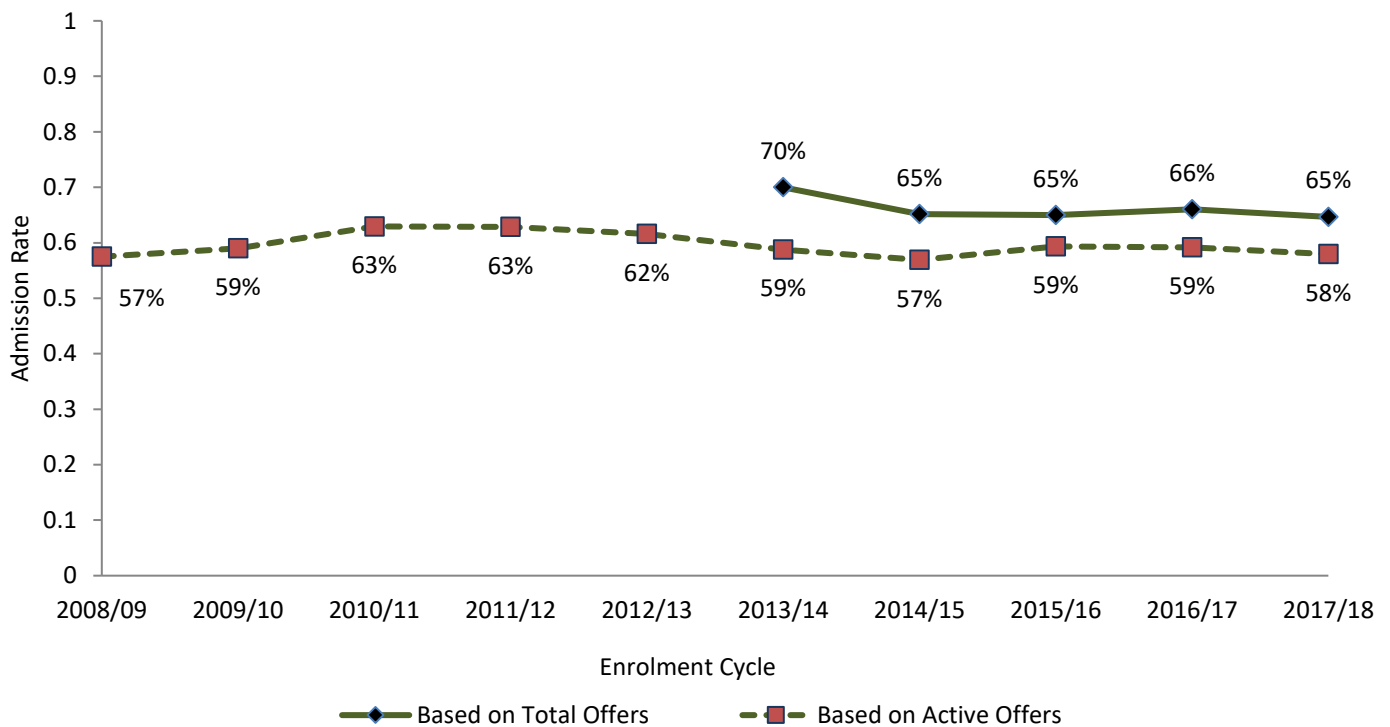
Notes:

1. Data is based on December 1 archived data for each specified year.
2. The 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. Beginning from 2015/2016, Career Preparation Program data was separated from undergraduate data.
3. Data includes new-to-university applicants as well as continuing students applying for program change.

2.2 ADMISSION RATE

Admission rate is the proportion of applicants who get an offer of admission. Admission rate is influenced by the number of applications received, the quality of the applicant pool, the yield rate (the proportion of admitted applicants who register), and the desired enrolment headcount target. Our institution has traditionally based the estimation of admission rates on only offers that are active (i.e. not declined or revoked). However, to enable a more comprehensive understanding of admissions and enrolment management, the university recently implemented an enhanced method of tracking all admission offers encompassing active offers as well as declined, canceled, or revoked offers. The enhanced method was first implemented in 2017/18 but was also applied to the four most-recent prior enrolment cycles. Based on total admission offers (i.e. active, declined, cancelled and revoked offers), admission rate in 2017/18 was 64.7 per cent, down one per cent from the preceding year. The decrease was necessary in order to avoid over enrolment, given the significant increase in the number of applications received for 2017/18. If applicant numbers continue to increase further as efforts are being made to manage enrolment to targets, the admission rate would have to decrease further so as to avoid over enrolment across programs.

Figure 5: Ten Year Undergraduate Admission Rate Curve (2008 to 2017)



Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Enrolment Management Table

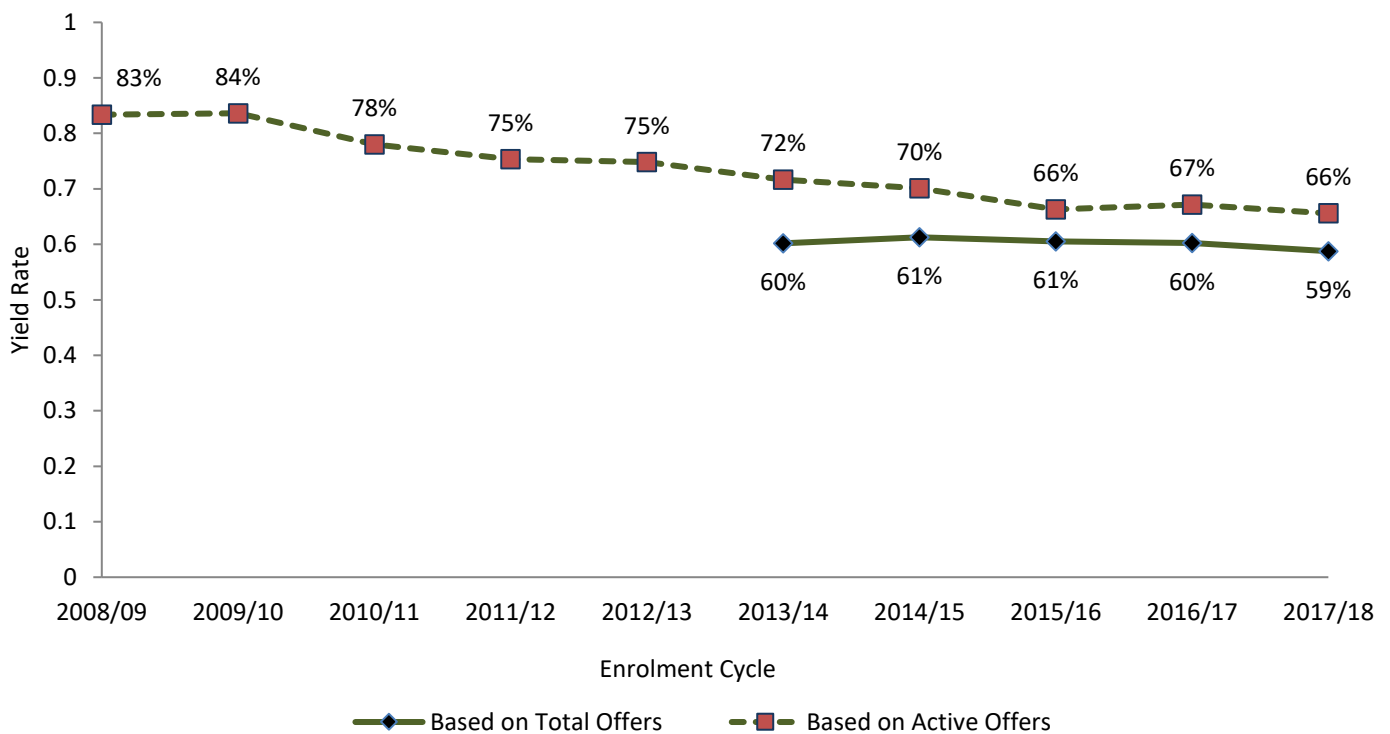
Notes:

1. Data is based on December 1 archived data for each specified year.
2. Data includes new-to-university applicants as well as continuing students applying for program change.

2.3 YIELD RATE

Yield rate is defined as the proportion of admitted applicants who register. In 2017/18, the significant increase in demand coupled with a faster admission process had the potential of increasing yield rates among applicants with varying admission averages. Achieving increased demand and increased yield rate simultaneously would have resulted in significant over enrolment. To mitigate this, the university became more selective in reaching a fixed headcount target. Becoming more selective meant that we admitted more applicants with higher admission averages, who typically have lower yield rates because they often receive multiple offers from other institutions. Based on total offers (i.e. active, declined, cancelled and revoked offers), the resulting yield rate for 2017/18 is 59 per cent, which is one per cent lower than the preceding cycle. Simultaneously, the mean admission average among registered new intake increased as discussed in section 2.5.

Figure 6: Ten Year Undergraduate Yield Rate Curve (2008 to 2017)



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. Data includes new-to-university applicants as well as continuing students applying for program change.

2.4 COMPETITIVE ADMISSION AVERAGES, UNDERGRADUATE DIRECT-ENTRY

Admission offers into the ten direct-entry faculties for 2017/18 were based on applicants meeting faculty-set competitive averages at the time of admission, and subject to the availability of space. Relative to the preceding cycle, minimum competitive admission averages for direct-entry applicants remained steady for six direct-entry faculties, increased for two, and decreased for the remaining two. The entrance standards in eight direct-entry faculties were equal to or better than the previous year. However, meeting the competitive admission averages did not guarantee an offer of admission at the University of Alberta, as the offer of admission was subject to the availability of space.

Table 3: Ten Year Final Grade 12 Competitive Admission Average History (2008 to 2017)

Faculty	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	Trend
ALES	70	70	70-75	70-75	70-75	70-80	78-82	78-80	70-80	70-80	→
Arts	70	70	70	70-75	70-75	72-75	72-80	70-80	70-80	70-78	↓
Augustana	70	70	70	70	70	70	70	70	70-76	71-76	↑
Education					70-90	70-80	70-75	70-80	70-80	70-80	→
Engineering	80	80	80	80	81	83	85	85-90	85-89	83-85	↓
KSR	70-76	70-78	70-78	74-81	75-80	75-82	75-81	74-82	74-83	74-83	→
Native	70	70	70	70	70	70	70	70	70	70	→
Nursing	75-76	74-75	75	74-75	75-78	76-80	78-80	80-83	83.5-85	85-90	↑
Faculté	70	70	70	70	70	70	70	70	70	70	→
Science	73-80	71-80	72-80	75-80	76-80	80-85	82-85	82-85	83-85	83-85	→

Source: Office of the Registrar

Notes:

1. The Faculty of Education started direct-entry admissions in 2012.
2. KSR refers to the Faculty of Kinesiology, Sport, and Recreation, formerly the Faculty of Physical Education and Recreation.

2.5 MEAN ADMISSION AVERAGES OF REGISTERED STUDENTS, UNDERGRADUATE DIRECT-ENTRY

Mean admission average among registered students refers to the mean of final grade 12 marks in required high school courses among all registered direct-entry applicants. It bears noting that this differs from “admission average,” as the students may have been offered admission based on earlier grade information such as grade 11 average or a combination of grade 11 and 12 averages.

Mean admission averages of registered direct-entry students have shown a general upward trend over the past decade among our direct-entry faculties. In 2017/18, mean admission averages among registered applicants increased further for four faculties, was constant for four others and decreased for the remaining two relative to the preceding year. Overall, mean admission average among all registered direct-entry applicants was 85.3 relative to 85 in the preceding year. In other words, 2017/18 saw greater registration of direct-entry applicants from a higher average band than the preceding years.

Table 4: Mean Averages of Registered Students (2008 to 2017)

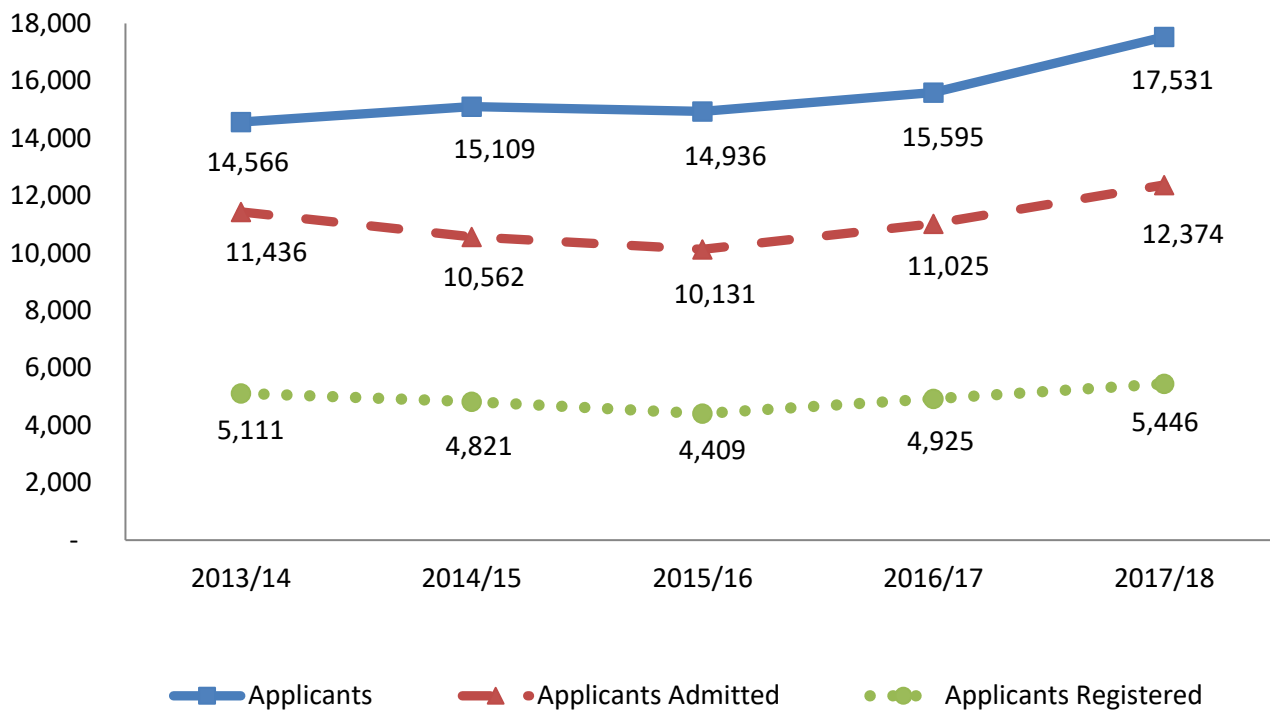
Faculty	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	Trend
ALES	79	80	81	81	81	82	85	84	83	83	→
Arts	81	80	80	80	79	80	81	81	81	81	→
Augustana	79	79	79	79	78	80	80	80	81	82	↑
Education					79	82	81	80	81	81	→
Engineering	87	86	86	86	87	88	89	90	90	89	↓
KSR	80	80	81	82	83	84	84	83	84	85	↑
Native Studies	73	73	73	75	77	75	74	74	74	75	↑
Nursing	82	82	81	81	82	84	84	86	87	89	↑
Faculté Saint-Jean	81	80	81	81	80	80	80	81	81	80	↓
Science	84	83	83	84	85	86	88	88	89	89	→

Source: Office of the Registrar

2.6 APPLICANT YIELD, UNDERGRADUATE DIRECT-ENTRY

Direct-entry applicant numbers reached 17,531 persons in 2017/18, showing a 1,936 person (or 12.4 per cent) rise over the previous year. A total of 12,374 (or 70.6 per cent) of the applicants were admitted while 5,446 (or 44 per cent) of the admitted applicants became registered. Direct-entry admissions exceeded the preceding year by 1,349, while direct-entry registration grew by 521. If applicant numbers continue to increase, managing enrolment to targets will require that admission rate be controlled to avoid over enrolment across programs.

Figure 7: Direct-Entry Applicant, Admission and Registration Numbers (2013 to 2017)



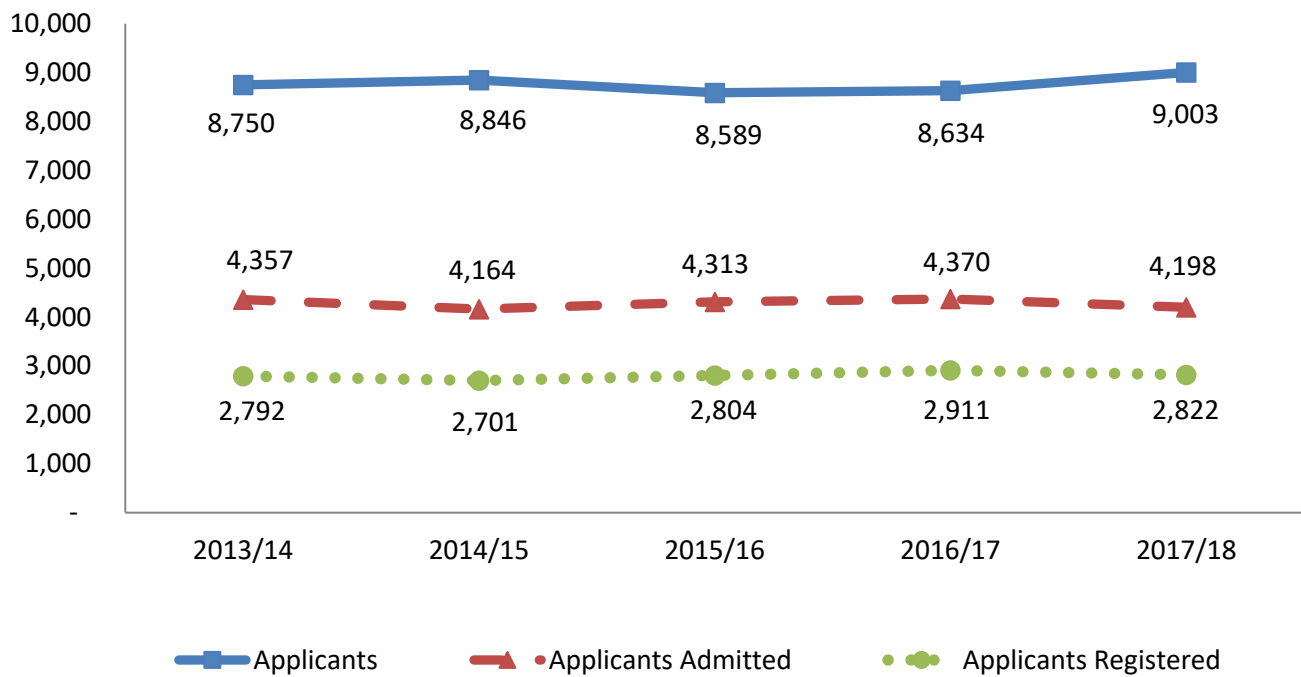
Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report

Note: Applicants admitted shown for 2013/14 through 2016/17 will differ from those shown in previous years annual reports as the current numbers now encompass total admission offers made rather than active offers alone. The institution has adopted an enhanced methodology to track all applicants that allows tracking of applicants who were initially admitted but had their offers declined, cancelled or revoked.

2.7 APPLICANT YIELD, UNDERGRADUATE POST-SECONDARY TRANSFER

Applications from post-secondary transfer applicants in 2017/18 increased by 369 (or 4.3 per cent) over the preceding year to reach 9,003. However, admissions decreased by a moderate 172 persons (or 3.9 per cent) and registration decreased by 89 persons (or 3.1 per cent) relative to the preceding year. The decrease in post-secondary admission was necessary to offset some of the significant increase in direct entry admissions already described in section 2.6.

Figure 8: Post-Secondary Transfer Applicant, Admission and Registration Numbers (2013 to 2017)



Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report

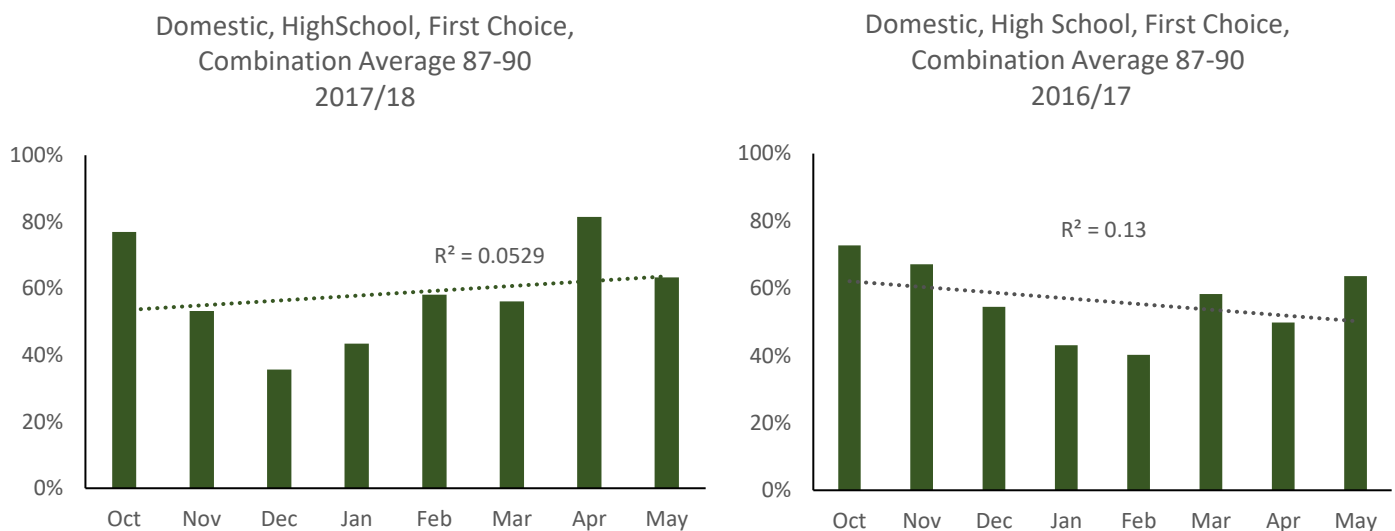
Notes:

1. Data in the above chart does NOT include Internal Transfer applicants.
2. Applicants admitted shown for 2013/14 through 2016/17 will differ from those shown in previous years annual reports as the current numbers now encompass total admission offers made rather than active offers alone. The institution has adopted an enhanced methodology to track all applicants that allows tracking of applicants who were initially admitted but had their offers declined, cancelled or revoked.

2.8 ADMISSION TIMING AND YIELD RATE, UNDERGRADUATE DIRECT-ENTRY

Yield rate is affected by a variety of factors including national status, province of origin, applicant quality, and applicant preferences. The timing of admission from application completion is believed to also affect yield rates. In 2017/18, the institution implemented a faster admission process for direct-entry applicants whose last school of attendance was in Canada. Eligible applicants were admitted within five days of their meeting eligibility conditions. Domestic applicants (Canadian citizens and permanent residents) constituted 91 per cent of direct-entry applicants with last school Canada, who were admitted through the accelerated admission process. Therefore, in 2017/18 the likelihood of yield among domestic applicants did not diminish with later offers. This is because later offers were not due to delays with admission process, but rather to applicants submitting required documentations or meeting eligibility conditions late.

Figure 9: Yield Rate by Month of Admission among Direct-Entry Applicants (2017/18 and 2016/17)²



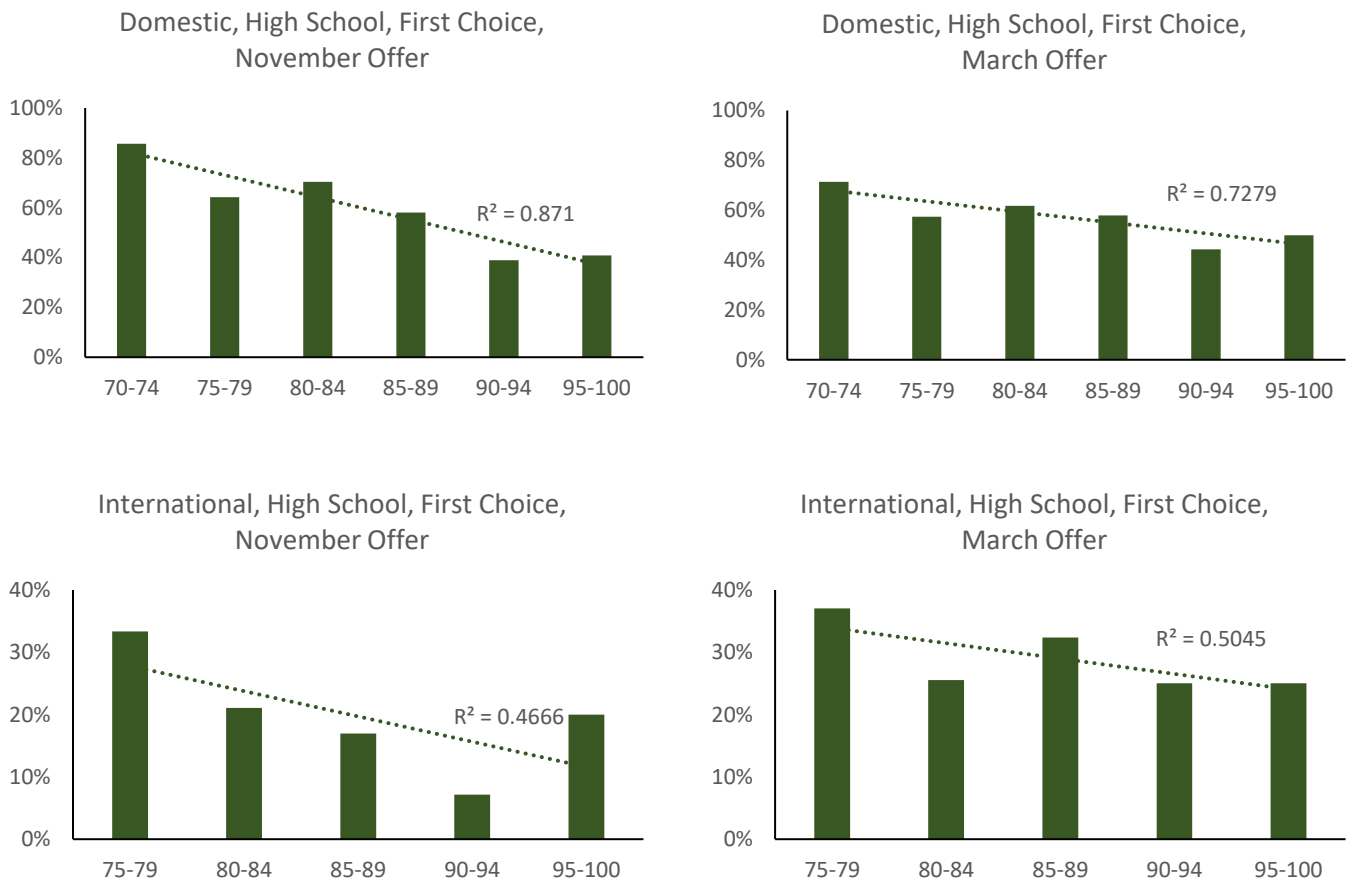
Source: Office of the Registrar

² Data is suppressed for the months of June – August because the number of offers made in those months in 2017/18 is too small to allow for any meaningful comparison.

2.9 ADMISSION AVERAGES AND YIELD RATE, UNDERGRADUATE DIRECT-ENTRY

The correlation between admission averages and yield rates continues to be of interest. Among direct-entry applicants, those with higher admission averages are more selective as they often have multiple offers from competing institutions. Therefore, high-achieving applicants historically have lower yield rates. In 2017/18, the negative correlation between admission averages and yield rates was again present. Analysis of early admission averages among applicants show that yield rates were lower among those in the high average bands than those in low average bands.

Figure 10: Yield Rate by Combination Admission Average Band among Direct-Entry Applicants (2016/17 and 2017/18)



Source: Office of the Registrar

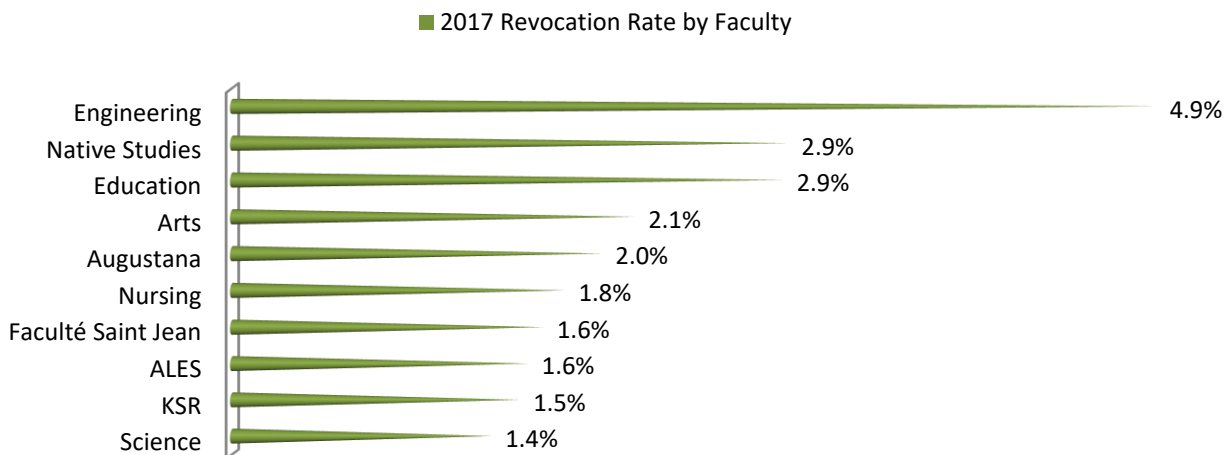
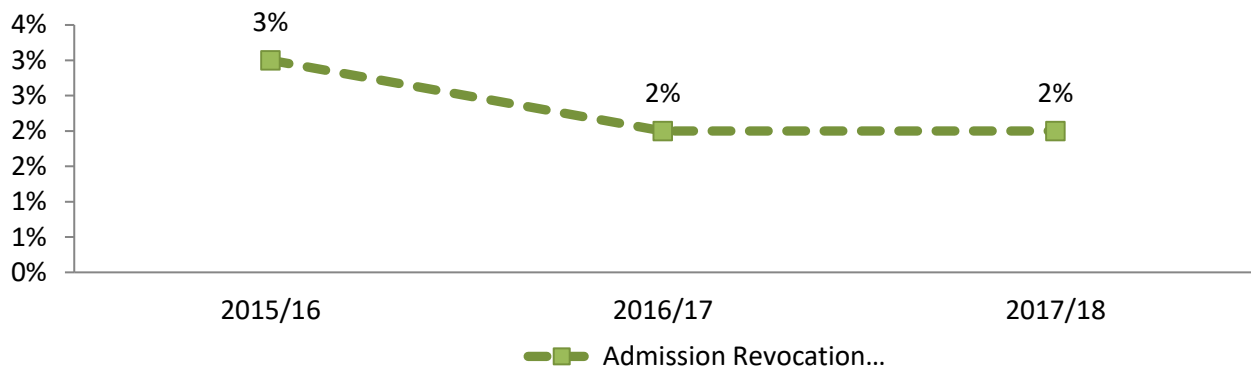
2.10 ADMISSION REVOCATION RATES, UNDERGRADUATE DIRECT-ENTRY

Beginning from 2015/16, all faculties except Engineering changed their policies to allow 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, the overall direct-entry revocation rate fell dramatically to three per cent in 2015/16 and two per cent in 2016/17, resulting in increased predictability for students. In 2017/18, overall direct-entry revocation rate remained steady at two per cent.

2017/18 revocation rates varied by faculty, ranging from 1.4 per cent for the Faculty of Science to 4.9 per cent for the Faculty of Engineering. The 2017/18 revocation rate for the Faculty of Engineering is a significant improvement from the 6.1 per cent witnessed in the preceding year. The improvement is a result of less strict conditional offers. In 2017/18 the Faculty of Engineering moved towards harmonizing practices with other faculties by relaxing some conditions on offers to high achieving students.

The revocation rate for Faculté Saint-Jean improved from 4.6 per cent to 1.6 per cent in 2017/18. Arts and Augustana witnessed moderate increases in revocation rates in 2017/18 while the rates remained relatively steady for the remaining six faculties.

Figure 11: Direct-Entry Admission Revocation Rates (2015 to 2017)



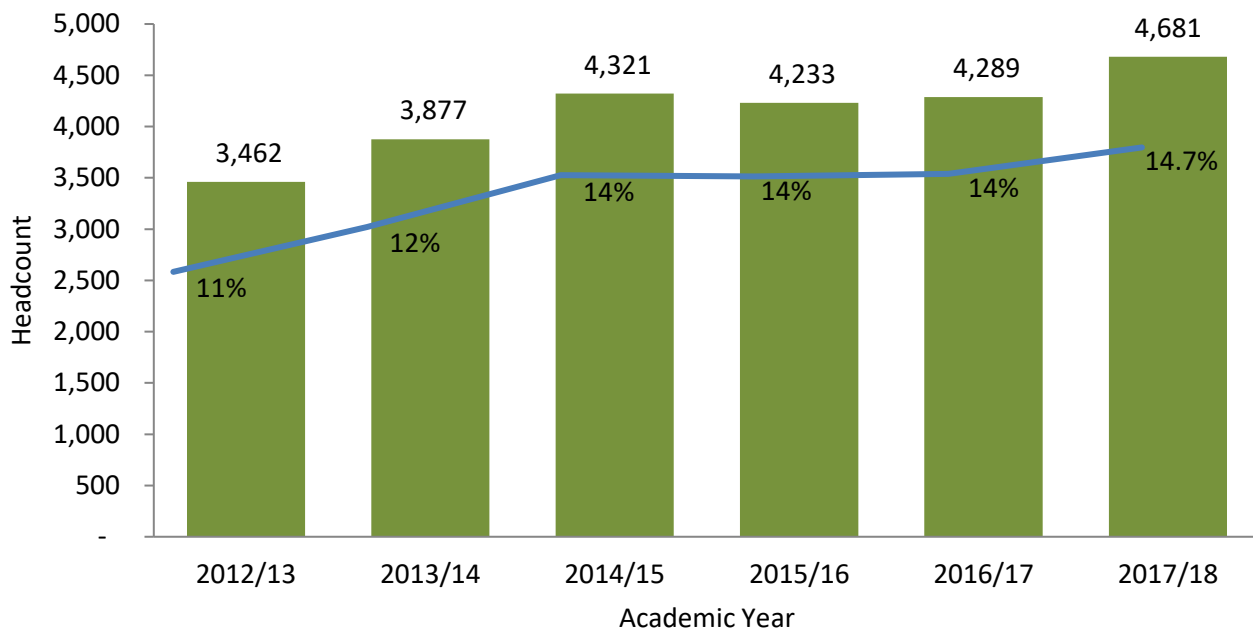
Source: Office of the Registrar

3. INTERNATIONAL UNDERGRADUATE ENROLMENT

3.1 INTERNATIONAL ENROLMENT HEADCOUNT, UNDERGRADUATE

International undergraduate enrolment reached a headcount of 4,681 in 2017/18, approximating 14.7 per cent of the overall undergraduate enrolment of 31,764. The university's target for international undergraduate enrolment is 15 per cent of the total undergraduate headcount. This year's increase of 392 headcount was the result of unprecedented growth in international applicants and admissions. If international application numbers continue to grow, the institution will need to consider strategies to maintain the international enrolment ratio of 15 per cent. For the upcoming enrolment year, the institution has started to set differentiated admission averages for domestic and international applicants in select faculties.

Figure 12: International Enrolment Headcounts and Proportions in Total Enrolment (2012 to 2017)



Source: Office of the Registrar, December 1 REGSTATS Archive

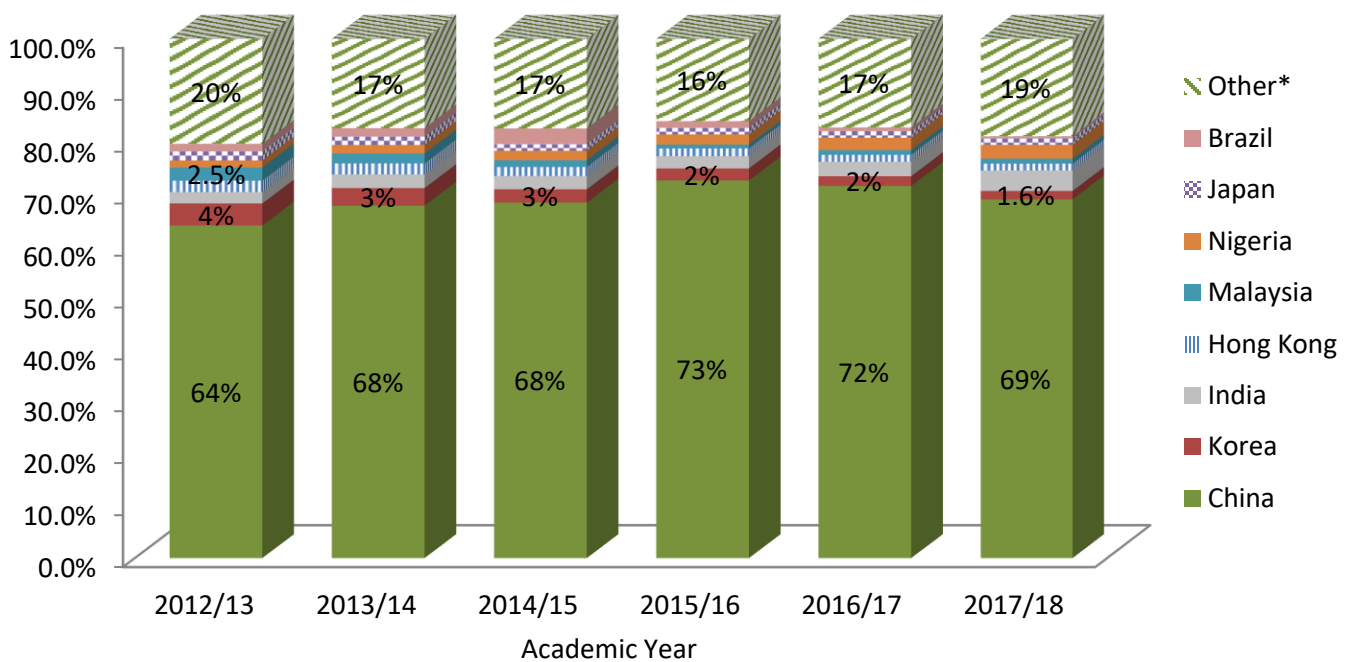
Notes:

1. An international student is an individual who is not a Canadian citizen or permanent resident.
2. Data shown 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.
5. The international headcounts shown for each of 2015/16 and 2016/17 differ by 11 from what was reported in 2015 and 2016 annual reports, as the current data no longer includes students in the Career Preparation Program of Faculté Saint-Jean. Beginning from 2015/16, Career Preparation Program data was separated from undergraduate data.

3.2 TOP SOURCE COUNTRIES BY STUDENT CITIZENSHIP, UNDERGRADUATE

Ongoing success with the university’s goal of achieving increased diversity in our international undergraduate population is reflected in the proportional trends of international undergraduates from China, Korea and India, which have historically occupied the top three spots in our international student citizenship. After having reached a historical high of 73 per cent, the proportion of international students from China declined to 72 per cent in 2016/17 and further declined to 69 per cent in 2017/18. Likewise, the proportion of international undergraduates from Korea declined from two per cent in 2016/17 to 1.6 percent in 2017/18. However, the proportion from India has continued to increase reaching 4 per cent in 2017/18. More importantly, whereas these top three countries contributed a combined 77.4 per cent of our undergraduate international students in 2015/16, that ratio decreased to 76.3 per cent in 2016/17 and 74.7 per cent in 2017/18. The decrease in the proportion of students from these top three countries can be associated partly to growth in the headcounts and proportions from Nigeria which now occupies 2.7 per cent of our international headcount. Additionally, enrolment from several other countries (collectively referred to as “Other”) increased by 154 headcounts to constitute 19 per cent of our 2017/18 international headcount.

Figure 13: Source Countries of International Students by Citizenship (2012 to 2017)



Source: Office of the Registrar, December 1 REGSTATS Archive

Notes

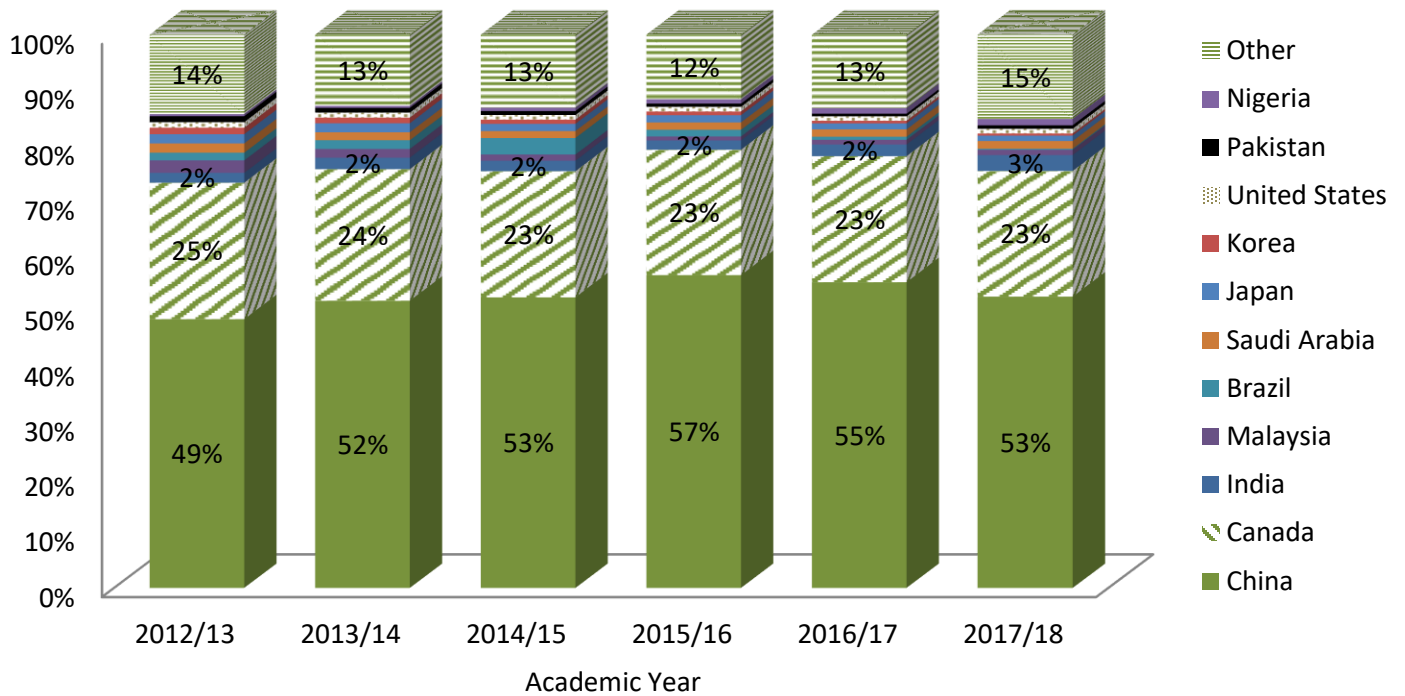
1. Other consists of the remainder international countries not shown in chart.
2. The proportion of international undergraduates from China shown for 2016/17 differ by 1% from what was reported in 2016 annual reports, as the current data no longer includes students in the Career Preparation Program of Faculté Saint-Jean. Beginning from 2015/16, Career Preparation Program data was separated from undergraduate data.

3.3 TOP SOURCE COUNTRIES BY LAST SCHOOL LOCATION, UNDERGRADUATE

For some students, country of citizenship differs from country of last school. In 2017/18, China is the last school location for 53 per cent of all international undergraduates, a two per cent decrease from the previous year. Canada is the second largest country of last school location of our international students; the proportion of international students whose last school was in Canada has held steady at 23 per cent since 2014/15.

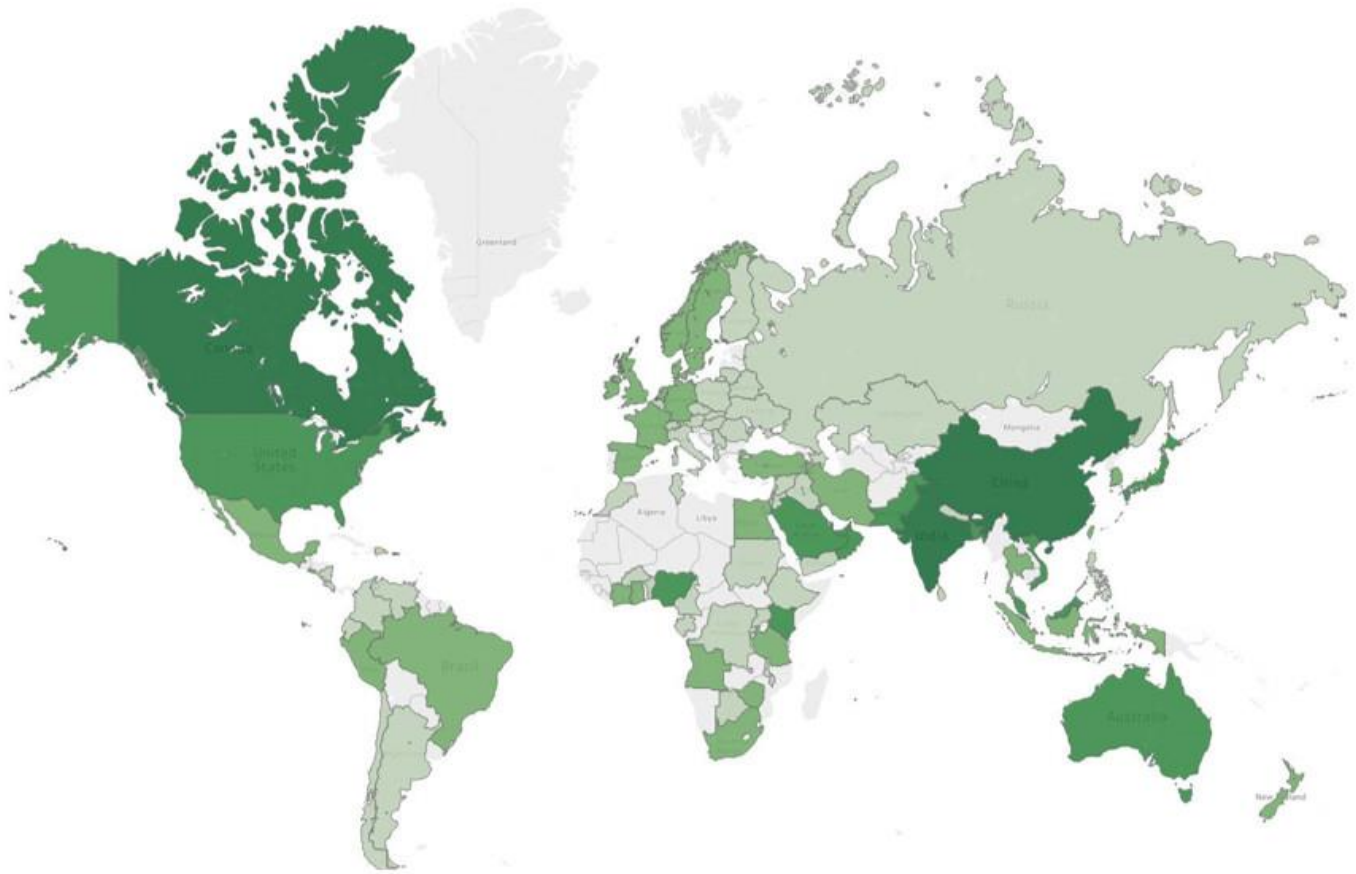
For the first time in our modern records six new countries appeared in 2017/18 as the last school countries for our international students, including Dominican Republic (two headcounts), Republic Of Serbia (two headcounts), Lithuania (one headcount), Costa Rica (one headcount), Slovakia (one headcount), and Bahrain (one headcount).

Figure 14: Source Countries of International Students by Last School Location (2012 to 2017)



Source: Office of the Registrar, December 1 REGSTATS Archive

Figure 15: Source Countries of International Students by Last School Location (2017)



Map based on Longitude (generated) and Latitude (generated). Color shows details about Group. Details are shown for Country.

- Group**
- Headcount > 0
 - Headcount > 5
 - Headcount > 20
 - Headcount > 100

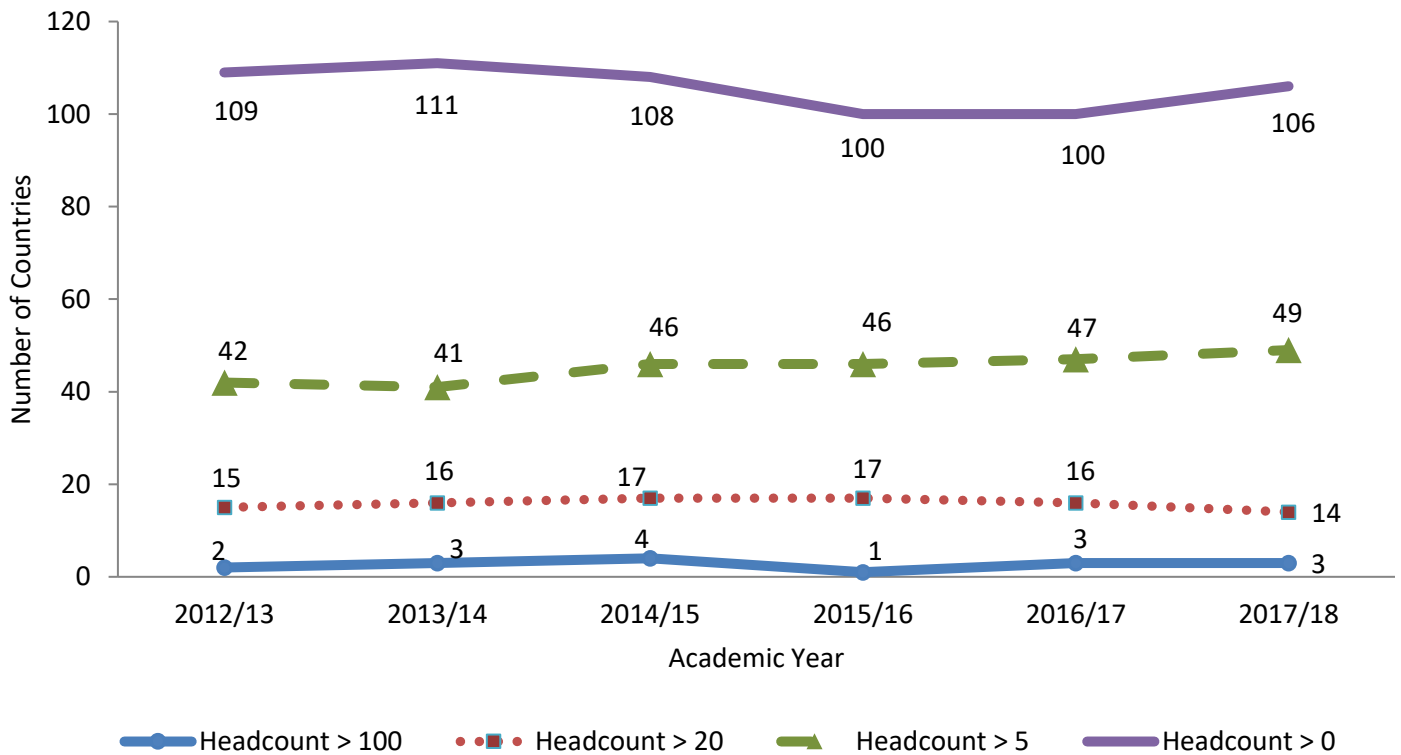
Source: Office of the Registrar, December 1 REGSTATS Archive

3.4 INTERNATIONAL DIVERSITY, UNDERGRADUATE ENROLMENT

The number of countries reflected in the citizenship of international undergraduate students declined from 111 in 2013/14 to 100 in 2015/16 and remained stable for the next year. 2017/18 brought an increase to our international diversity with the number of countries represented reaching 106. New additions to the list include Algeria, Dominican Republic and Northern Ireland, which had not showed up on the list for at least the past five years.

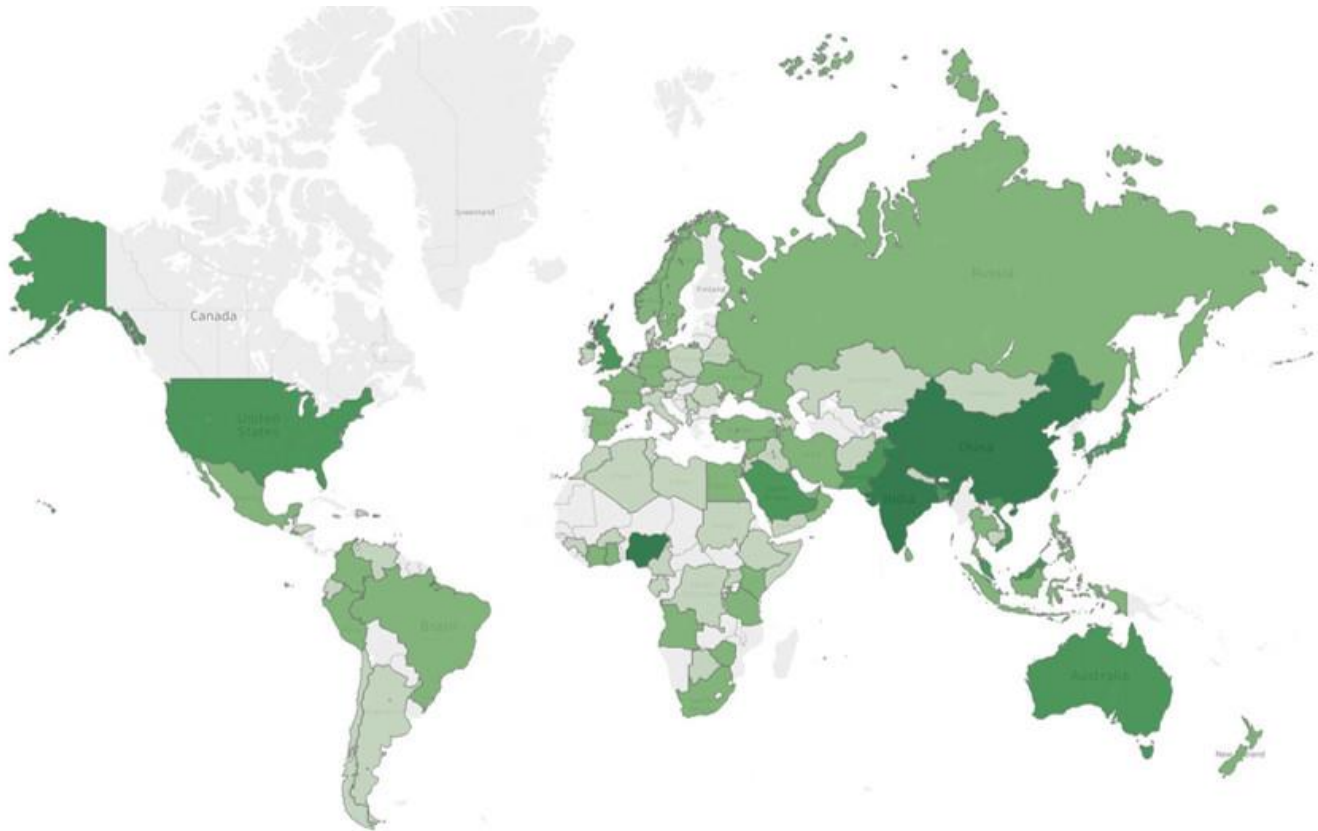
49 countries have at least five students within the international undergraduate population, while 14 countries have at least 20 students. Similar to the preceding year, three countries (China, India and Nigeria) have 100 or more students within the international undergraduate headcount for 2017/18. These 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 16: Number of Country Citizenship in International Student Headcount (2012 to 2017)



Source: Office of the Registrar, December 1 REGSTATS Archive

Figure 17: Citizenship Country of International Undergraduate Students (2017)



Map based on Longitude (generated) and Latitude (generated). Color shows details about Group. Details are shown for Country.

Group

- Headcount > 0
- Headcount > 5
- Headcount > 20
- Headcount > 100

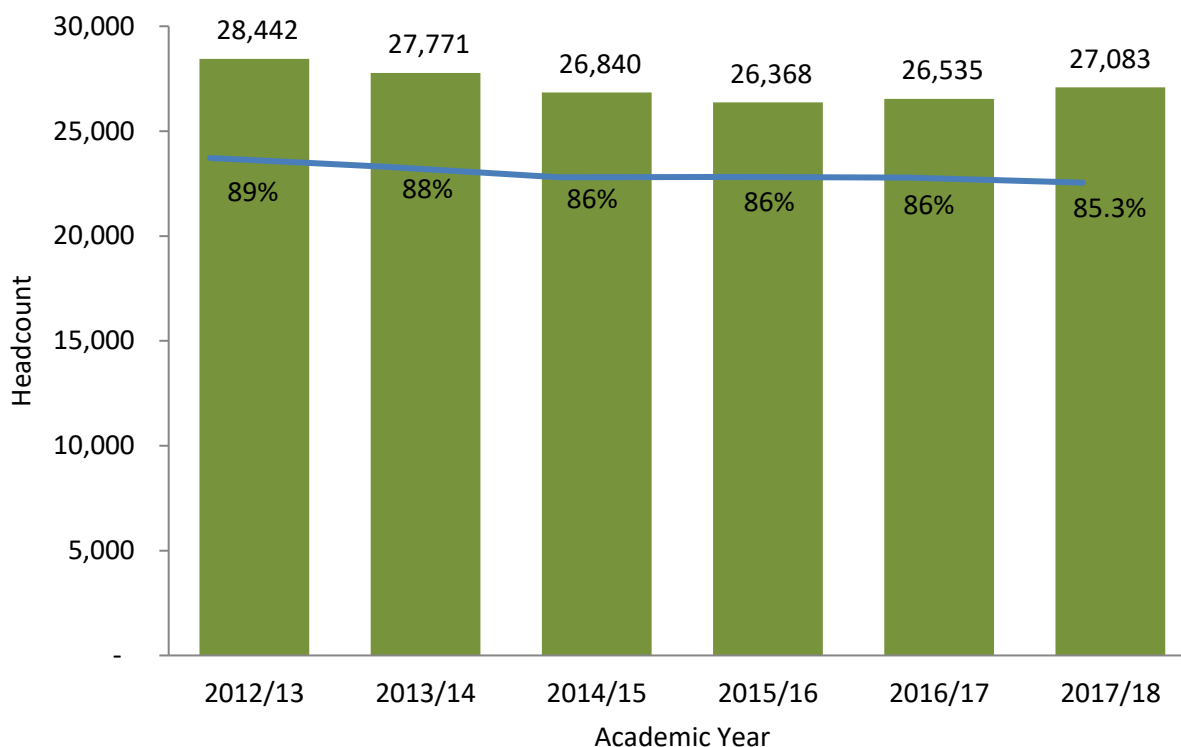
Source: Office of the Registrar, December 1 REGSTATS Archive

4. DOMESTIC UNDERGRADUATE ENROLMENT

4.1 DOMESTIC HEADCOUNTS AND RATIOS, UNDERGRADUATE

Domestic students are Canadian citizens or permanent residents of Canada. The university continues to provide access for highly qualified domestic applicants. Our domestic undergraduate headcount for 2017/18 is 27,083, representing a growth of 548 over the preceding year. Domestic enrolment constitutes 85.3 per cent of the total undergraduate population in 2017/18. The institution aims to maintain domestic undergraduate enrolment at 85 per cent of total undergraduate enrolment.

Figure 18: Domestic Enrolment Headcounts and Proportions in Total Enrolment (2012 to 2017)



Source: Office of the Registrar, December 1 REGSTATS Archive

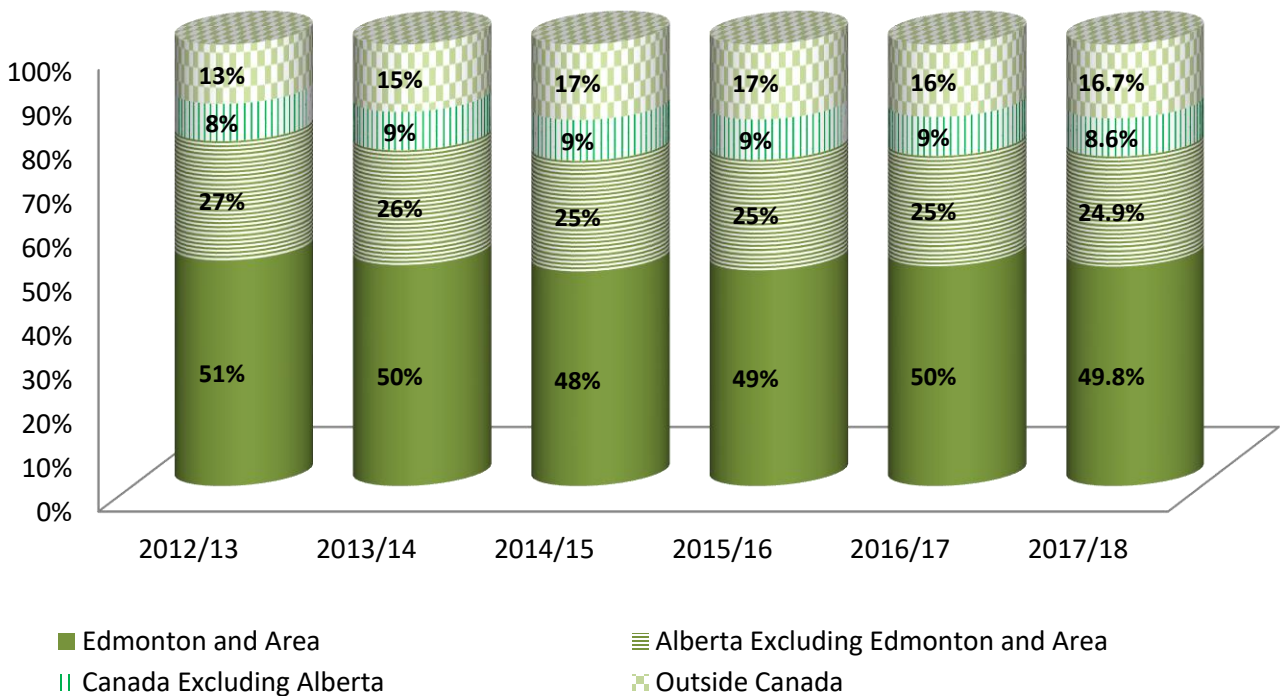
Notes:

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. The Domestic Enrolment Headcounts numbers shown for 2015/16 and 2016/17 differ by 14 and 16 respectively from what was reported in 2015 and 2016 annual reports, as the current data no longer includes students in the Career Preparation Program of Faculté Saint-Jean. Beginning from 2015/16, Career Preparation Program data was separated from undergraduate data.

4.2 ORIGIN AT TIME OF APPLICATION, UNDERGRADUATE

In 2017/18, the proportion of our undergraduate students with home addresses in Edmonton and area decreased moderately to 49.8 per cent. Over the past four years, the rest of Alberta has contributed 25 per cent, while the rest of Canada contributed nine per cent to our total undergraduate enrolment. In 2017/18, regions outside of Canada contributed 16.7 per cent of the university's undergraduate population, representing a moderate increase from 2016/17. 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 19: Distribution of Undergraduate Students by Permanent Home Address at Time of Application (2012 to 2017)



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, 2014/15 do not add up to 100 percent due to rounding.

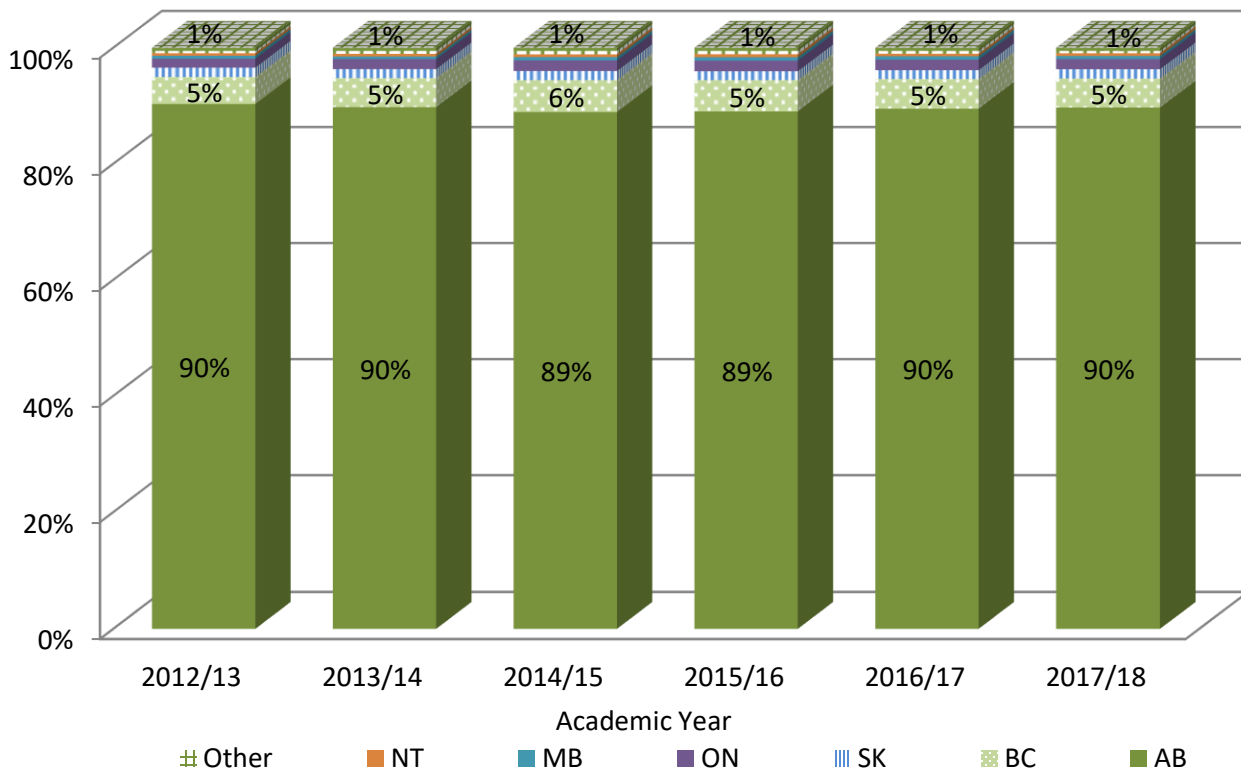
4.3 PROVINCE OF HOME ADDRESS AT TIME OF APPLICATION, UNDERGRADUATE

As explained in section 4.2, students with permanent home addresses outside of Canada constitute approximately 17 per cent of all undergraduates while those from within Canada make up the remaining 83 per cent. Among those who originate from within Canada, 90 per cent came from Alberta just like in the previous year.

British Columbia (BC) remains the second largest source of students coming from within Canada. The proportion of students from BC was five per cent in each of 2015/16, 2016/17 and 2017/18. In addition, Saskatchewan and Ontario have each contributed approximately 1.5 per cent over the past several years.

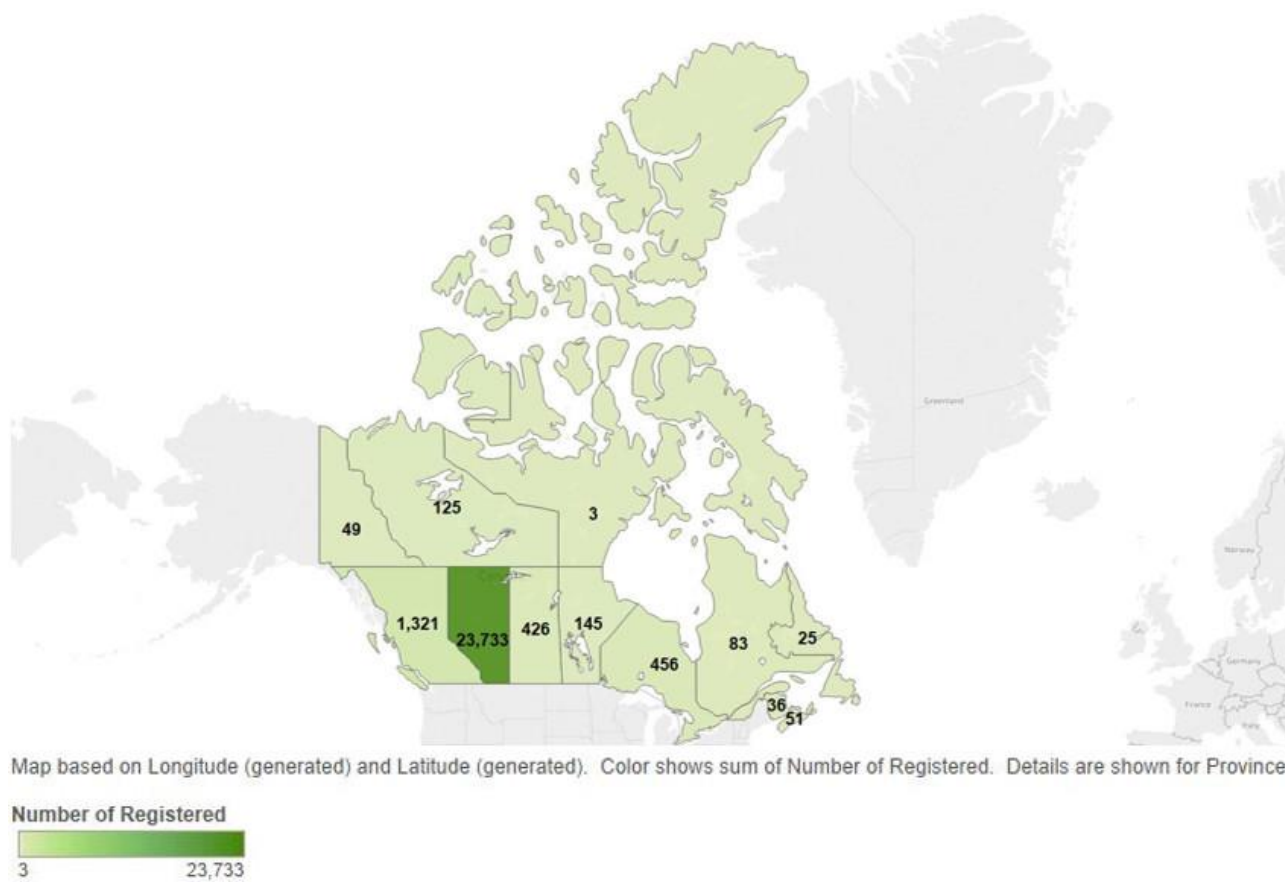
One of the tactics to support our Institutional Strategic Plan, *For the Public Good*, is a national recruitment strategy that is expected to increase diversity among the students we source within Canada, be they domestic or international. Although early success in increasing new direct-entry intake from out-of-province has been achieved, these numbers are not yet large enough to significantly impact overall enrolment.

Figure 20: Province of Origin among Students with Permanent Home Addresses in Canada (2012 to 2017)



Source: Office of the Registrar, December 1 REGSTATS Archive

Figure 21: Province of Origin among Students with Permanent Home Addresses in Canada (2017)



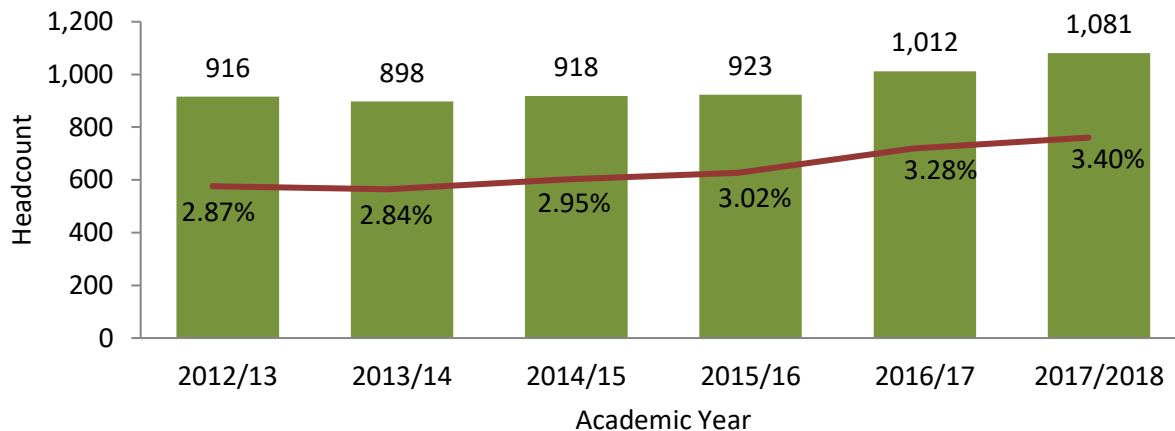
5. ABORIGINAL UNDERGRADUATE ENROLMENT

5.1 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 headcounts maintained a long-term uptrend, increasing from 916 in 2012/13 to 1,012 in 2016/17. In 2017/18, total Aboriginal enrolment headcounts followed this trend and reached 1,081, increasing by 69 from the preceding academic year. Likewise, the proportion of Aboriginal students in total headcount has now reached 3.4 percent from 3.3 percent in 2016/17. With respect to domestic students only, Aboriginal headcount constitutes 3.9 per cent, which is also an increase relative to the last year.

From the *University Calendar*³, "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." Statistics Canada's National Household Survey of 2016 indicated that Aboriginal people comprise 6.5 per cent of Alberta's population⁴. Our Institutional Strategic Plan, *For the Public Good*⁵, echoes the commitment to engage Indigenous students and nations, with a specific focus on developing and implementing an undergraduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada.

Figure 22: Aboriginal Enrolment Headcounts and Proportions in Total Enrolment (2012 to 2017)



Source: Office of the Registrar, December 1 REGSTATS Archive

Note: Includes Postgraduate Medical and Dental Education.

³ 2016 – 17 University Calendar > uab.ca/calendar > Undergraduate Admission > General Admission Requirements > Admission of Aboriginal Applicants

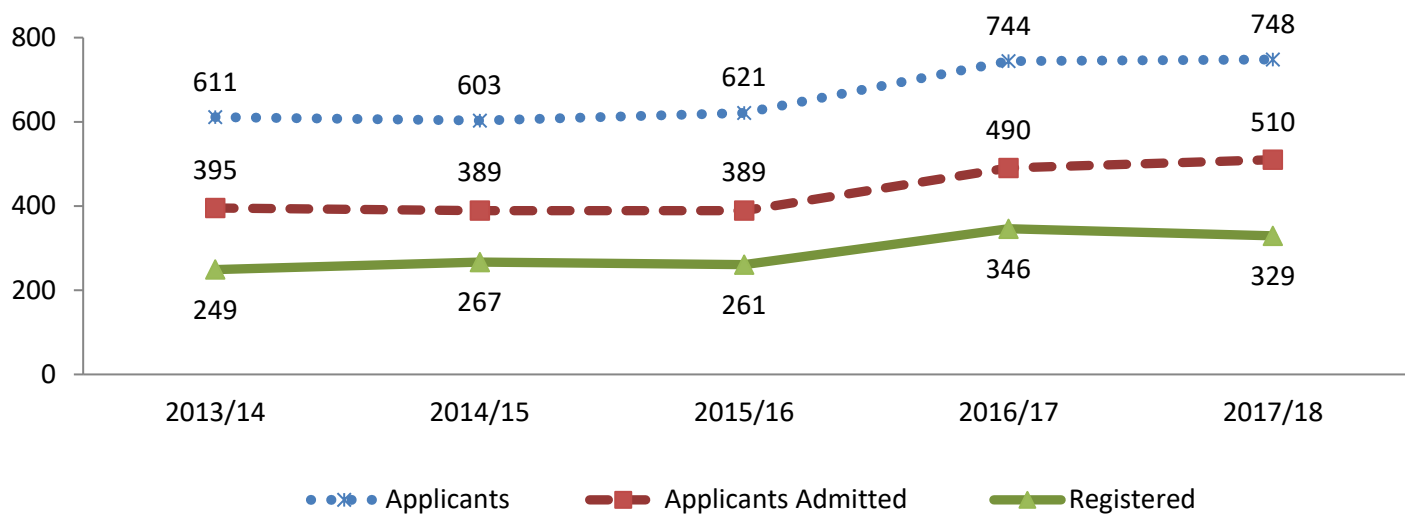
⁴ <http://www12.statcan.gc.ca/census-recensement/2016/dp-pd/hlt-fst/abo-aut/Table.cfm?Lang=Eng&T=101&S=99&O=A>

⁵ University of Alberta Institutional Strategic Plan For the Public Good > Build > Objective 1 > Strategy 2

5.2 ABORIGINAL APPLICATION AND REGISTRATION TRENDS, UNDERGRADUATE

Aboriginal applications and admissions increased in 2017/18. The number of new-to-university applicants increased by only four headcounts from 744 in 2016/17 to 748 in 2017/18. Among the applicants, 68 per cent or 510 applicants were admitted. The 68.2 per cent Aboriginal admission rate is higher than the new-to-university Aboriginal admission rate of 2016/17 which was 65.9 per cent. The 2017/18 new-to-university Aboriginal admission rate is also higher than the undergraduate admission rate of 62.4 per cent (among all new-to-university applicants) and 64.7 per cent (among all applicants). However, registration among admitted new-to-university Aboriginal applicants decreased mildly from 346 in 2016/17 to 329 in 2017/18 as the yield rate decreased from 70.6 per cent in 2016/17 to 64.5 per cent in 2017/18. Further Aboriginal data is discussed in section 6.4.

Figure 24: New-to-University Aboriginal Applicants, Admission and Registration (2012 to 2017)



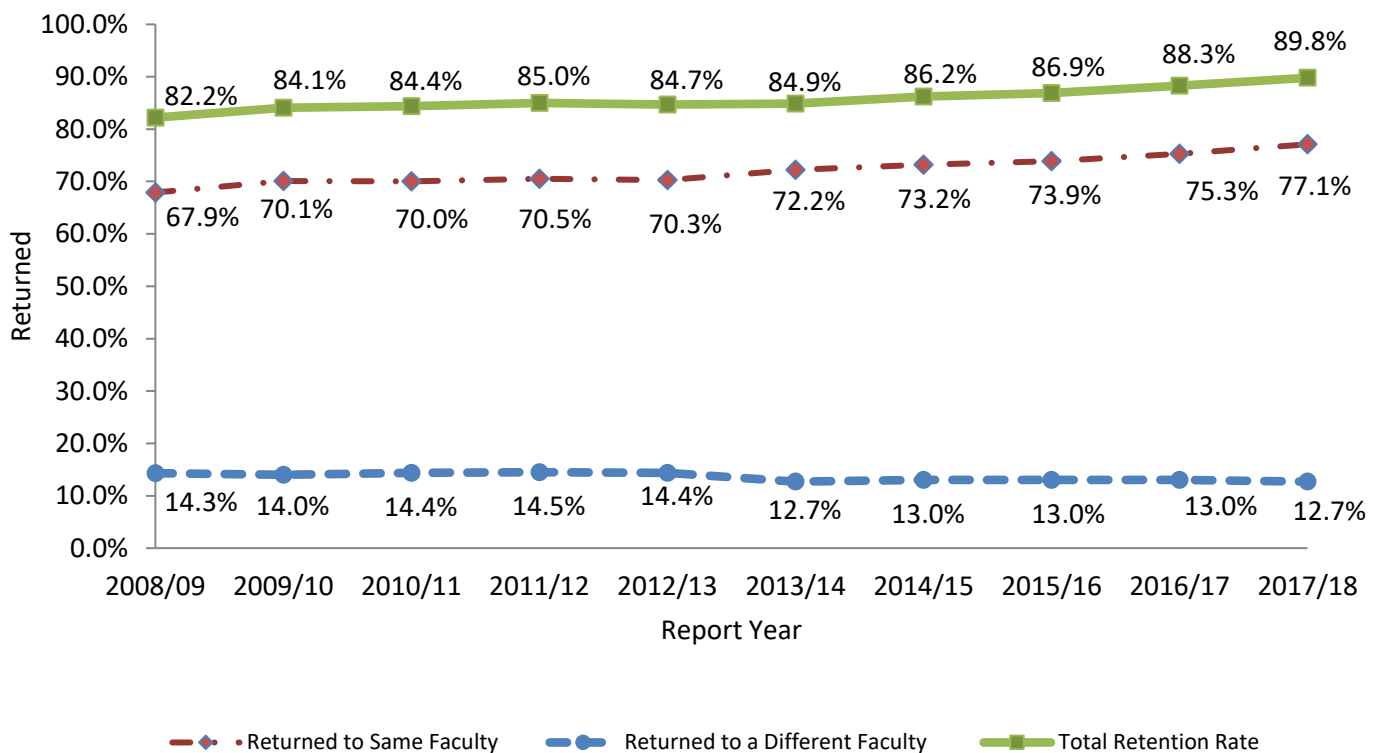
Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report

6. RETENTION AND COMPLETION RATES

6.1 STUDENT RETENTION, YEAR 1 TO YEAR 2, UNDERGRADUATE

The institution continues to witness higher retention rates. The proportion of our students who return for the second year of study increased steadily from 82.2 per cent in 2008/09 to 88.3 per cent in 2016/17. In 2017/18, year one to year two retention increased further to 89.8 per cent. Students returning for their second year of study either return to their first year program or to a different program. In 2017/18, the proportion returning to their first year program increased from the preceding year to reach 77.1 per cent. Based on the long term trend, fewer students are changing programs after their first year of study. The proportion of students returning to a different program reached a high of 14.5 per cent in 2011/12 and then decreased to 13 per cent 2014/15. In 2017/18 the proportion of year one to year two program change decreased further to 12.7 per cent. Overall, the data indicates increased retention within programs and an increased institutional retention rate. The increasing trend in retention rate aligns with the university's desire to enroll high quality students who pose less tendency of withdrawing or being required to withdraw from programs. The trend points to increasing successes with the retention strategies adopted by various units across the institution.

Figure 25: Proportions of First-Year Undergraduates who Returned for their Second Year of Study (2008 to 2017)

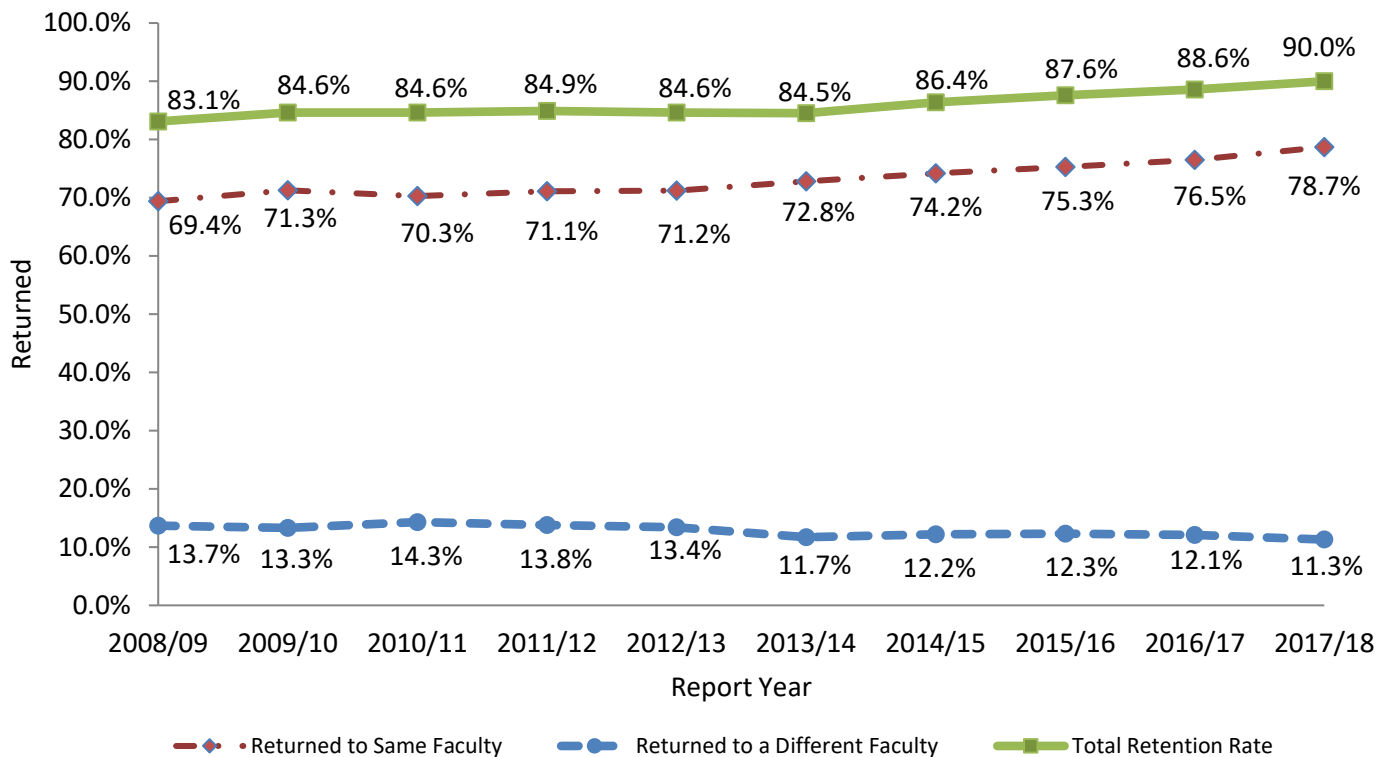


Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Retention Rates Table

6.2 STUDENT RETENTION, YEAR 1 TO YEAR 2, DOMESTIC UNDERGRADUATE

Year one to year two retention rate among domestic students is higher than the overall year one to year two retention rate discussed in section 6.1. In 2017/18 academic year, 90 per cent of domestic first year undergraduates of the previous year returned for the second year of study. Just like the overall year one to year two retention rate discussed in section 6.1, this year's retention rate among domestic first year students is the highest in modern records. In addition, much like the overall trend, a significant proportion of returning domestic students return to their first year faculty while the proportion with faculty change continues to diminish by the year. In 2017/18, only 11.3 per cent of domestic first year students returned to a different second year faculty while 78.7 per cent returned to the same faculty.

Figure 26: Proportions of First-Year Domestic Undergraduates who Returned for their Second Year of Study (2008 to 2017)

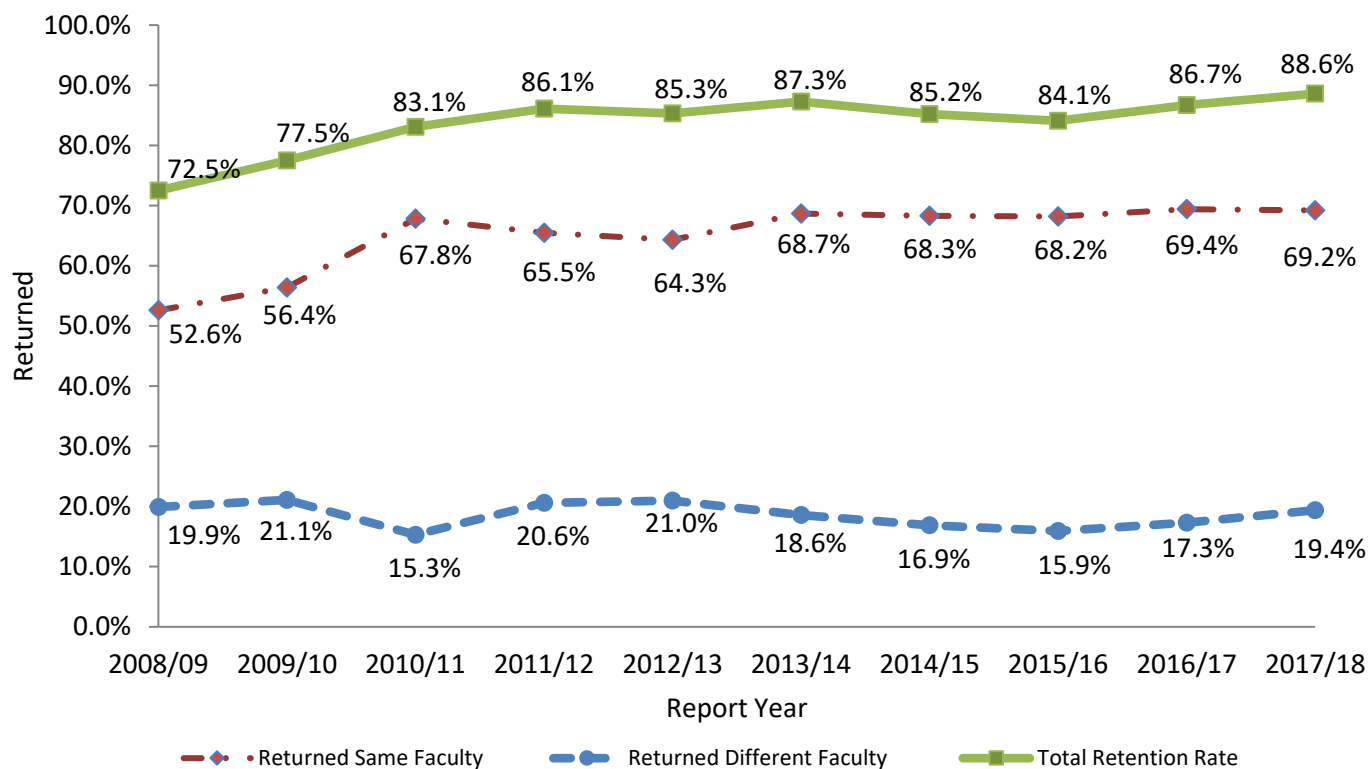


Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Retention Rates Table

6.3 STUDENT RETENTION, YEAR 1 TO YEAR 2, INTERNATIONAL UNDERGRADUATE

Unlike domestic first year retention rate, which has exhibited a strong and uninterrupted uptrend since 2013/14, retention among international first year students experienced a decline between 2013/14 and 2015/16, but recovered to a new high of 86.7 per cent in 2016/17. In 2017/18, international first year retention has further improved and another new high of 88.6 per cent has been reached. International students are more likely (than their domestic counterparts) to change from their first year faculty. Whereas the proportion of domestic first year students who return to a different second year faculty has ranged between 11.3 per cent and 14.3 per cent over the past ten years (Figure 26), between 15.3 per cent and 21 per cent of international students returned to different faculty. In 2017/18, the proportion of international students returning to a different faculty is 19.4 per cent while 69.2 per cent returned to their first year faculty. In summary, although the overall inter-faculty mobility among students appears to be decreasing (section 6.1), almost all of that decrease is attributable to domestic students (section 6.2). The rate of faculty change among international students continues to remain high and has even increased in the past two years.

Figure 27: Proportions of First-Year International Undergraduates who Returned for their Second Year of Study (2008 to 2017)

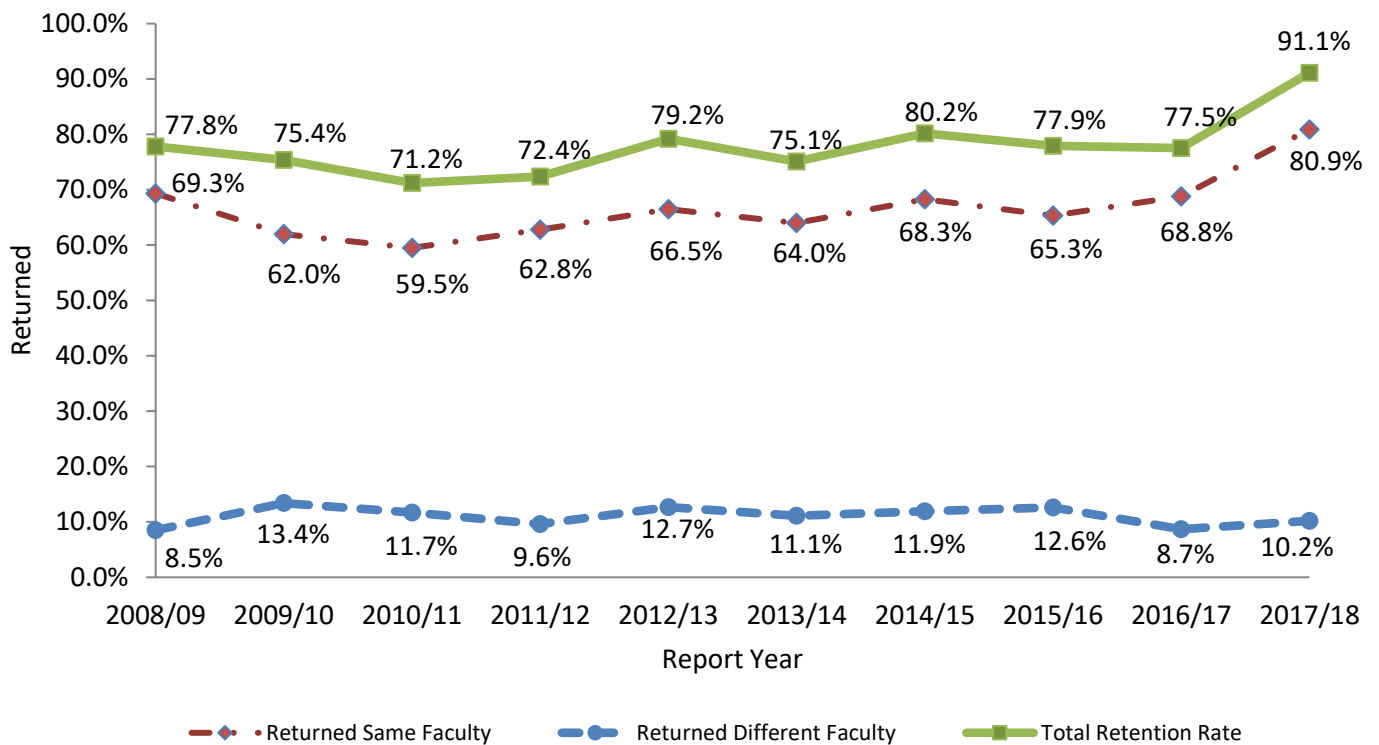


Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Retention Rates Table

6.4 STUDENT RETENTION, YEAR 1 TO YEAR 2, ABORIGINAL UNDERGRADUATE

With respect to enrolment proportions, the most significant increase observed in 2017/18, for year one to year two retention rate is among Aboriginal students. 91.1 per cent of first-year Aboriginal students returned for their second year of study in 2017/18. This increase of 13.6 per cent from the previous year represents approximately 35 persons. The proportion returning to their first year faculty increased to 80.9 per cent from 68.8 per cent in the preceding year. The increase in Aboriginal retention rate is mostly attributable to a higher Aboriginal retention rate within the BEd Elementary program and to a lesser extent, the Bachelor of Arts program.

Figure 28: Proportions of First-Year Aboriginal Undergraduates who Returned for their Second Year of Study (2008 to 2017)

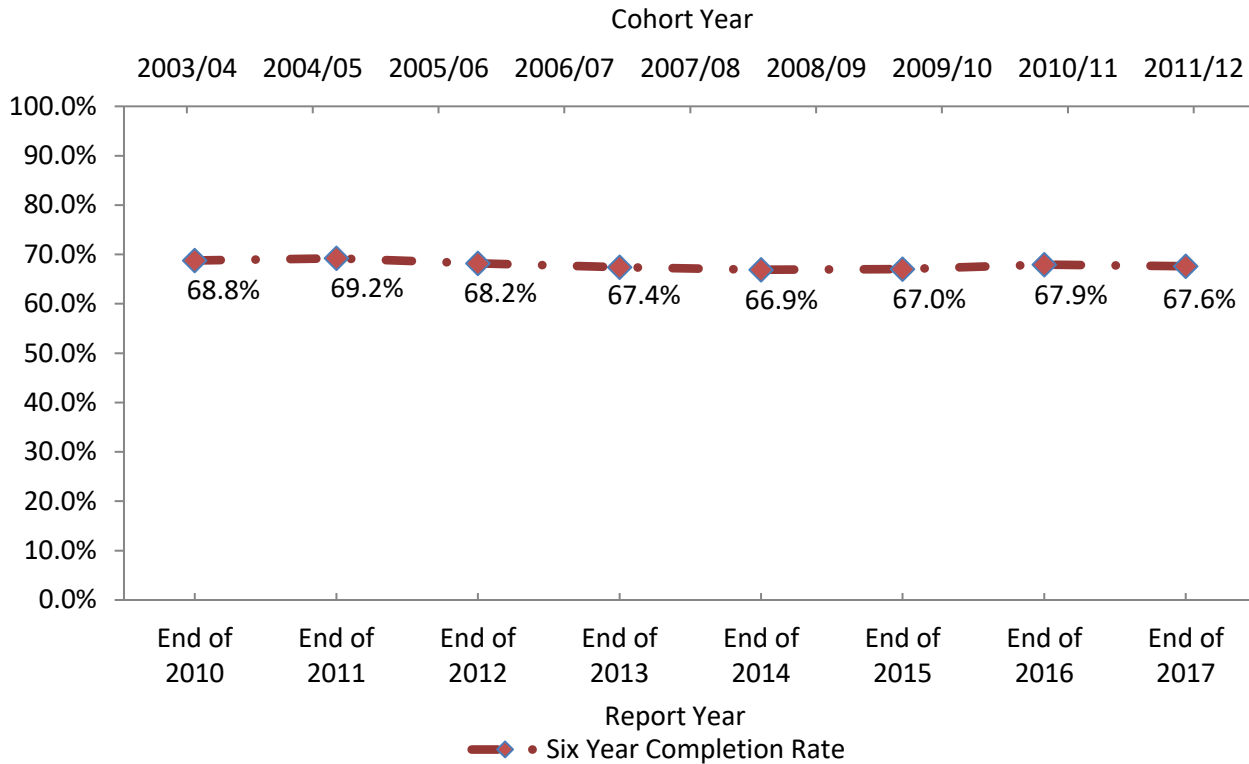


Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Retention Rates Table

6.5 SIX-YEAR PROGRAM COMPLETION RATES, UNDERGRADUATE DIRECT ENTRY

Over the past eight years, the proportion of direct entry undergraduate students who have completed their programs in six years or less have ranged between 66.9 and 69.2 per cent with an average of 67.9 per cent. Six-year completion rate in 2017 is 67.6 per cent.

Figure 29: Proportion of Yearly Direct Entry Cohorts who Graduate within Six Years of First Admission to an Undergraduate Program



Source: Strategic Analysis and Data Warehousing, Acorn Institutional Data Warehouse

Notes:

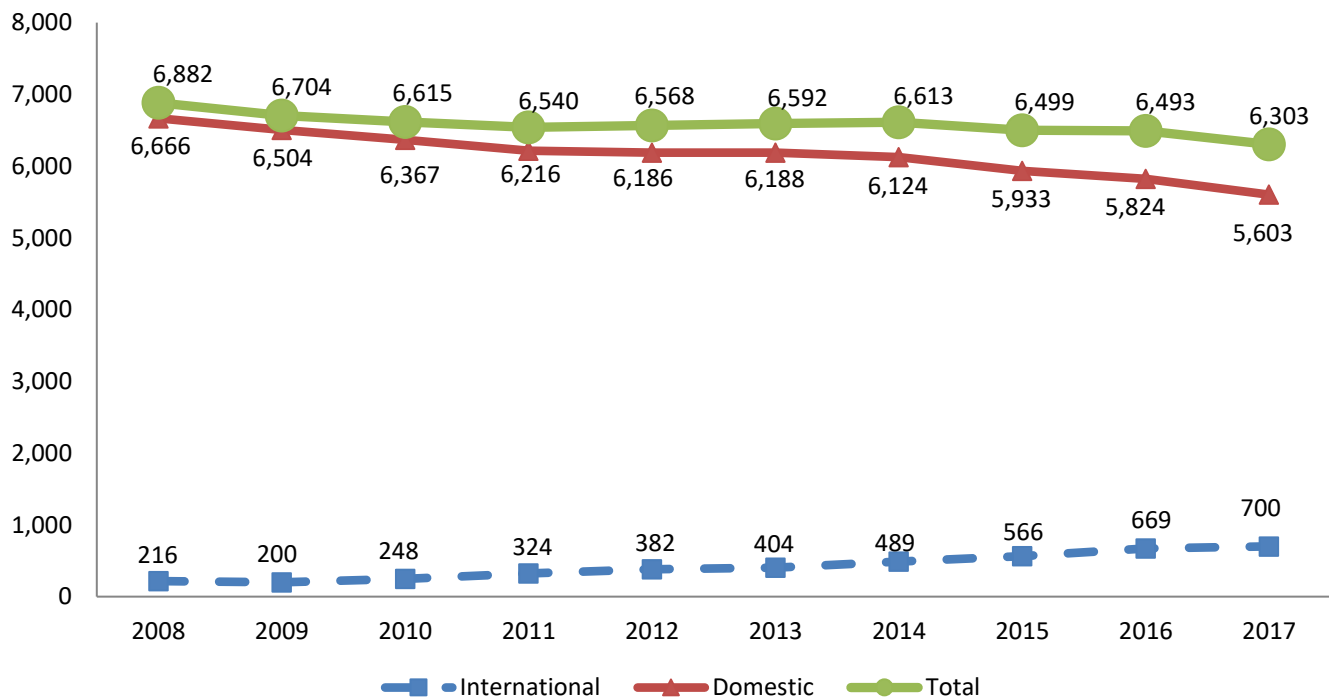
1. The cohort for each year comprises direct entry students with first admission to an undergraduate program. This excludes transfer students.
2. The students in each cohort who graduated from the university in any undergraduate program, within six years, are defined as completers.

6.6 GRADUATION HEADCOUNT, UNDERGRADUATE

The university graduated 6,303 undergraduate students in 2017/18. Domestic students represented approximately 88.9 per cent of the graduating headcount while international students constituted the remaining 11.1 per cent. Domestic national status at the time of graduation may not always mean that the student had enrolled as a domestic student as some students may have obtained permanent resident or citizenship status in the course of their studies. Over the past ten years, both the number and the proportion of graduating international students have increased progressively. The proportion of international students in the undergraduate graduation headcount increased from 3.1 per cent in 2008 to 6.1 percent in 2013 to 11.1 percent in 2017. Due to the possibility of some formerly international students obtaining domestic national status during their program, the proportion of graduating international students is likely less than the total proportion that were admitted as international.

Our annual undergraduate graduation headcount has a lagged relationship with enrolment headcount and retention rates. Factors such as enrolment management to deliberately limit our enrolment headcount to institutional targets will correlate with the number of headcounts that graduate a few years later. The downtrend in total graduation headcount between 2014 and 2017 corresponds to the downtrend in total enrolment headcount since 2012/13 (Figure 1).

Figure 30: Undergraduate Graduation Headcount (2008 to 2017)



Source: Strategic Analysis and Data Warehousing, Acorn Institutional Data Warehouse

Note: Numbers shown are as of December 31 of the specified year.

CLOSING REMARKS

It has been a record year for undergraduate enrolment at the University of Alberta. We saw an increase in applications over the preceding enrolment cycle, and record-high total undergraduate enrolment. Enrolment for 2017/18 was 1.3 per cent above the institutional target due to unprecedented demand for our programs from both domestic and international applicants. Additionally, the diversity of our undergraduate population increased, and the overall proportion of Aboriginal students within the total student headcount reached a record high.

We will continue to support the university's objective to "Build a diverse, inclusive community of exceptional students from Edmonton, Alberta, Canada and the world" through the combined efforts of our national and international recruitment strategies, and strategic enrolment management. One of our priorities remains increasing the diversity of our undergraduate student population while being accessible and competitive in the university landscape.

We are looking forward to the next year and the ongoing challenge of refining our enrolment management practices to ensure another successful result. In addition to our continued collaboration with faculties and other stakeholders, we are looking at new technology and processes to the benefit of our students and the university as a whole.