



Monday, April 29, 2019
Council Chamber, 2-100 University Hall (UNH)
2:00 PM - 4:00 PM

OPENING SESSION

1. Approval of the Agenda David Turpin
2. Report from the President David Turpin

CONSENT AGENDA

[If a member has a question or feels that an item should be discussed by GFC, they should notify the Secretary to GFC, in writing, two business days or more before the meeting so that the relevant expert can be invited to attend.]

3. Approval of the Minutes of March 18, 2019
 4. New Members of GFC
- Motion: To Approve items in the Consent Agenda*

EARLY CONSULTATION

5. PhD Minimum Funding Proposal Deborah Burshtyn
6. Integrated Asset Management Guiding Principles Andrew Sharman

ACTION ITEMS

7. Enrolment Management Policy and Procedures Melissa Padfield
Steven Dew
Motion: To Recommend Board of Governors Approval
8. Workplace Impairment Policy and Procedures Wayne Patterson
Motion: To Recommend Board of Governors Approval
9. Proposed Revisions to Standing Committee Terms of Reference - GFC Academic Planning Committee Steven Dew
Motion: To Approve
10. Proposed Revisions to Terms of Reference - General Faculties Council David Turpin
Motion: To Approve

DISCUSSION ITEMS

11. Question Period David Turpin
- 11.1 Question from GFC member D. Vethanayagam regarding maximum salary limits for professors
and
Response from President Turpin

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.]

12. Report of the GFC Executive Committee
13. Report of the GFC Academic Planning Committee
14. Report of the GFC Academic Standards Committee
15. Report of the GFC University Teaching Awards Committee
16. GFC Nominations and Elections (no documents)
- [Call for Nominations for GFC Committees](#)
17. Report of the Board of Governors
18. Information Items
- A. Graduate Enrolment Report
 - B. 2017-18 Report of the Graduate Scholarship Committee
 - C. [GFC and Committee Meeting Schedules 2019-20](#)
19. Information Forwarded to GFC Members Between Meetings:
- Globe and Mail article from April 11, 2019

CLOSING SESSION

20. Next meeting of GFC: May 27, 2019

Presenter(s):

David Turpin	President and Vice-Chancellor, Chair General Faculties Council
Deborah Burshtyn	Interim Vice Dean, Graduate Studies and Research
Andrew Sharman	Vice-President (Facilities and Operations)
Steven Dew	Provost and Vice-President (Academic), Chair GFC Academic Planning Committee
Melissa Padfield	Interim Vice-Provost and University Registrar

Wayne Patterson

Vice-Provost and Associate Vice-President (Human Resources)

Documentation was before members unless otherwise noted.

Meeting REGRETS to: Heather Richholt, 780-492-1937, richholt@ualberta.ca
Prepared by: Meg Brolley, GFC Secretary
University Governance www.governance.ualberta.ca

New Members of GFC

MOTION I: TO APPOINT/REAPPOINT:

The following undergraduate student representatives to serve on GFC for terms commencing May 1, 2019 and ending April 30, 2020:

Stephanie McKenzie	Faculty of Agricultural, Life and Environmental Sciences
Abigail Isaac	Faculty of Arts
David Draper	Faculty of Arts
Yejide Omotoso	Faculty of Arts
Yiming Chen	Faculty of Arts
Melinda Chisholm	Alberta School of Business
Samantha Tse	Faculty of Education
Ayman Adwan	Faculty of Engineering
Amlan Bose	Faculty of Engineering
Tahra Haddouche	Faculté Saint Jean
Anthony Nguyen	Faculty of Nursing
Adarsh Badesha	Faculty of Science
Ian Gatera	Faculty of Science
Simran Kaur Dhillon	Faculty of Science
Amber Sayed	Faculty of Science
Mohamad Jamaledine	Faculty of Science
Rojine McVea	Faculty of Science

The following graduate student representatives at-large to serve on GFC for terms commencing May 1, 2019 and ending April 30, 2020:

Meijun Chen	Faculty of Arts
Natalie Diether	Faculty of Agricultural, Life and Environmental Sciences
Kelly Hobson	Alberta School of Business
Osmanmyrat Hojanepesov	Faculty of Medicine and Dentistry
Peter Anto Johnson	Faculty of Medicine and Dentistry
Rajesh Kumar	Faculty of Engineering
Habba Mahal	Faculty of Science
Milad Nazarahari	Faculty of Engineering
Alesha Reed	Faculty of Rehabilitation Medicine
Milad Rezvani Rad	Faculty of Engineering
Lindy Schaffrick	Faculty of Medicine and Dentistry
Dhanvanth Soora	Faculty of Engineering
Shahed Taghian Dehaghani	Faculty of Engineering
Ding Xu	Faculty of Arts

The following undergraduate student members elected by the Students' Union to the Board of Governors and appointed to GFC for a term that is concurrent with terms on the Board (May 1, 2019 to April 30, 2020):

Akanksha Bhatnagar	President, Students' Union
Rowan Ley	Student Appointee (Board of Governors Representative)

The following graduate student member elected by the Graduate Students' Association to the Board of Governors and appointed to GFC for a term that is concurrent with a term on the Board (May 1, 2019 to April 30, 2020):

Fahed Elian	President, Graduate Students' Association
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MOTION II: TO RECEIVE:

The following statutory faculty member who has been elected/re-elected by their Faculty, to serve on GFC for term of office beginning April 1, 2019 and ending June 30, 2020:

Faculty of Extension	Fay Fletcher
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The following statutory undergraduate student members nominated by the Students' Union to serve on GFC for terms beginning May 1, 2019 and ending April 30, 2020:

Joel Agarwal	Students' Union Nominee
Jared Larsen	Students' Union Nominee

The following statutory graduate student member nominated by the Graduate Students' Association to serve on GFC for a term beginning May 1, 2019 and ending April 30, 2020:

Dylan Ashley	Graduate Students' Association Nominee
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Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	PhD Minimum Funding Proposal – Early Consultation
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Item

Proposed by	Debby Burshtyn, Interim Dean and Vice Provost, FGSR
Presenter	Debby Burshtyn, Interim Dean and Vice Provost, FGSR

Details

Responsibility	Provost and Vice-President Academic
The Purpose of the Proposal is (please be specific)	To seek input from committee members regarding the proposed PhD minimum funding policy.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>Minimum funding guarantees for doctoral students have been implemented at several of our peer institutions and the GSA has advocated for a minimum funding guarantee as a strategic priority this year and last.</p> <p>Consultation is underway regarding a draft policy. A report on the consultation will be delivered to the Provost's Office and to FGSR Council in May.</p> <p>The same version of the draft proposal is being shared with every stakeholder group – revisions be made after all groups have been consulted with and the consultation report has been generated.</p>
Supplementary Notes and context	

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	<p>GEFAC - ongoing since early 2017</p> <p>Deans' Council - Deans' Council December 19, 2018</p> <p>Graduate Students' Association Executive - January 31, 2019</p> <p>FGSR Council – February 13, 2019</p> <p>Graduate Students' Association – February 2019</p> <p>PACC – Feb 19, 2019</p> <p>Chairs' Council – March 19, 2019</p> <p>GFC Executive Committee Early Consultation – April 15, 2019</p> <p>GFC Academic Planning Committee Early Consultation – April 17, 2019</p> <p>GFC Early Consultation – April 29, 2019</p>
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Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>“We value diversity, inclusivity, and equity across and among our people, campuses, and disciplines,” (FPG Objective 1). Strategy iv is to “Ensure that qualified undergraduate and graduate students can attend the university through the provision of robust financial support.”</p> <p>“Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive and accessible</p>
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	services and initiatives,” (FPG Objective 19).	
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	1. Post-Secondary Learning Act (PSLA) 2. General Faculties Council Terms of Reference 3. GFC Executive Committee Terms of Reference 4. GFC Academic Planning Committee	

Attachments (each to be numbered 1 - <>)

1. PhD Minimum Funding Proposal – Draft Policy Ideas

Prepared by: Maxine Clarke, Senior Officer, Strategic Initiatives, mlclarke@ualberta.ca

Doctoral Student Minimum Funding Guarantee Background Briefing Note and Draft Proposal

Last update: February 6, 2019

SUMMARY

Minimum funding guarantees for doctoral students have been implemented at several of our peer institutions and the GSA has advocated for a minimum funding guarantee as a strategic priority this year and last.

Discussions between the Provost, Deans Council and FGSR began in fall 2017. There is general support for the concept.

FGSR has worked with the Associate Deans Graduate to develop a working proposal similar to our peer institutions. The proposed threshold is \$18K/annum for 4 years.

Over the 2018 summer, FGSR investigated the current state of funding for doctoral students and discussed the situation with Deans and Associate Deans Graduate where significant gaps in funding have been identified for doctoral students in years 1-4.

This briefing document provides background information, outlines a draft policy and discusses the benefits and risks as identified by the Graduate Enrolment and Funding Advisory Committee composed of the Associate Deans of Graduate Studies from across campus. The policy and implementation plan is a draft for discussion purposes. Policy options are provided within for consideration and feedback.

Proposed Consultations

- GEFAC - ongoing since early 2017
- Deans' Council - Deans' Council December 19, 2018
- Graduate Students' Association Executive - January 31, 2019
- FGSR Council – February 13, 2019
- Graduate Students' Association – February 2019
- PACC – Feb 19, 2019
- Chairs' Council – March 19, 2019
- GFC Early Consultation
- Doctoral Students-at-large



Doctoral Student Minimum Funding Guarantee Background Briefing Note and Draft Proposal

Last update: February 6, 2019

BACKGROUND

Students at all levels participate in the research enterprise of the university. The PhD is the highest degree conferred by the university and doctoral students are selected based on their exemplary academic achievement and advanced research skills. Doctoral students commit many years to our institution, foregoing gainful employment and contributing their research and creative work to the benefit of our institution. A funding guarantee aligns with institutional values and strategic priorities in several ways:

- *“We value diversity, inclusivity, and equity across and among our people, campuses, and disciplines,”* (FPG Objective 1). Strategy iv is to “Ensure that qualified undergraduate and graduate students can attend the university through the provision of robust financial support.” A funding guarantee provides better access to the highest degree of the university for those who cannot self-fund, and ensures that qualified graduate students can attend the university.
- *“Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive and accessible services and initiatives,”* (FPG Objective 19). As an initiative, creating more financial security for students will remove one source of stress that can undermine student wellness. UBC noted that financial strain was a reason for 1 in 5 students leaving their doctoral programs.

Issue

Funding guarantees make a difference to students while they are choosing a place to study; this has been noted in at least one program review self-study to date where students noted that other institutions provided a funding guarantee.

We risk falling behind other institutions that have implemented minimum funding policies in recent years. Without a funding guarantee, the University of Alberta may be disadvantaged in recruitment of doctoral students as the absence of a funding guarantee may deter potential applicants. The impact is difficult to measure given many programs already offer strong funding packages.

Doctoral Student Minimum Funding Guarantee Background Briefing Note and Draft Proposal

Last update: February 6, 2019

Current State

Currently there is no university policy on funding packages for doctoral students. 35 of 72 doctoral programs currently provide funding guarantees of various types. Of those with minimum funding policies, the amounts are distributed from \$15K (1 case) up to \$31K, with the majority (19 out of 35 cases) clustering between \$25K and \$27K. In some cases, minimum funding levels are prescribed for paying stipends, but are not guaranteed beyond the end of a grant (that is, funding is contingent on grant renewals).

Early conversations with the faculty Associate Deans, Graduate, indicated a general sense that funding students is a priority, but there were varying points of view in terms of the level of funding. There were many concerns about the impact to programs that do not have the resources to fund students. In 2015-16 FGSR worked with SADW to investigate the funding situation for PhD students and the following information was shared as a starting point for discussions:

- \$70 M flowed to PhD students in 2015-16.
- Less than 10% of PhD students received no funding in 2015-16.
- Of those students funded, the average funding level is \$29,959.
- Scholarships from Provincial (\$7.6 million) and Federal (\$7.0 million) agencies account for ~20% of the PhD student funding.
- Internal scholarships outpace Provincial and Federal with ~13% of total reported funding.
- Graduate Teaching Assistantships (GTA) account for only 10% of funding to PhD students (but 17% for Master's).
- Graduate Research Assistantships (GRA) accounts for the largest fraction of funding for doctoral students (~45%). These are primarily supported through grants to faculty members and since 2016 will include GRA and GRAF.

External Scan

A consideration for setting the stipend levels is for doctoral students to have funds to defer the cost of living expenses. As noted in the FGSR [cost-of-living estimates](#) on our website, the current estimate for a single adult is \$21-28,000 not including tuition. The current doctoral program tuition costs are \$5,683 for Canadian students, and \$9,250 for International students (noting that the sticker price for international students is \$4000 higher). It should be noted that our tuition for international graduate students is well below the national average, although



Doctoral Student Minimum Funding Guarantee Background Briefing Note and Draft Proposal

Last update: February 6, 2019

now that several institutions in Ontario have removed international differentials for doctoral students, the playing field for attracting doctoral students has been altered.

UofC has developed an operating standard on graduate student funding in response to recommendations of an external review of their Faculty of Graduate Studies in 2016. The operating standard is moving through their governance this year. FGSR has taken the initiative to explore the implications of instituting a policy similar to that at UBC and the policy under review at UofC. One of the appeals of the UofC policy is that it outlines a standard that will require each program to develop a policy that meets the standard, and provides a template to assist with policy creation.

Recommendation

The following draft policy should be considered a starting point for further discussions. The draft policy includes several areas where options are provided for consideration and discussion prior to FGSR making firm recommendations to the community.

Doctoral Student Minimum Funding Guarantee Background Briefing Note and Draft Proposal

Last update: February 6, 2019

DRAFT POLICY

Purpose: The purpose of a four year funding guarantee for PhD (or all doctoral) students is to provide stable funding allowing students to pursue studies full-time, and recognizing the valued contributions that PhD students make to research and the learning environment of the university.

Minimum Standard Funding Guarantee:

- Each program shall set a funding policy for doctoral students for the first four years of their programs, that will not be less than
 - Option 1** - \$18,000 per annum.
 - Option 2** - \$20,000 per annum.
 - The funds may be through any combination of scholarships, graduate teaching or research assistantships, graduate research assistant fellowships and declared sponsorship.
 - The funds may be distributed unevenly over the course of the year.
 - Option 1** - The year starts from the term of first admission.
 - Option 2** - The year runs by the academic calendar of July 1 – June 30.
 - External scholarships and sponsorship programs are included toward funding levels and must be disclosed by the student whether or not they are administered by the University of Alberta. Sponsorship includes funds provided by governments, scholarship agencies and employers.
 - The minimum amount will be reviewed to determine if it continues to be appropriate every (1, 2, 3) year(s) by
 - Option 1** - FGSR Council,
 - Option 2** - GFC
 - Option 3** - other
- If the amount is increased, the change will apply to current and new students.
- Where students are admitted as a master's student with the possibility of elevating to a PhD and paid at or above the minimum standard,
 - Option 1** - the years registered in the master's program will count toward the four years of funding guarantee.
 - Option 2** - up to two years in the master's program will count toward the four years of funding guarantee



Doctoral Student Minimum Funding Guarantee Background Briefing Note and Draft Proposal

Last update: February 6, 2019

- Self-funded students:
 - **Option 1** - A funding package must be offered all admitted students. In exceptional circumstances, a student may accept admission and decline the funding package.
 - **Option 2** - In exceptional circumstances, programs may recommend admission of (or change of status to) a self-funded student to the Dean of the Faculty of Graduate Studies and Research.

Eligibility

- Students must be registered with full-time status.
- Students are expected to be engaged in their studies full-time.
- **Option:** Students may not be employed greater than 10 hours per week in addition to the employment provided under the collective agreement.
- **Option:** Students may be/are obligated to apply for external and internal scholarships.
- **Option:** When a student has an approved leave, the leave will not count towards the years of guaranteed funding.
- Where a portion of the funding is through assigned GRA or GTA employment unrelated to thesis work, the student must fulfill their employment duties, and maintain sufficient progress in their thesis research. If they are unavailable, unwilling, or unable to fulfill these duties, their funding may be reduced accordingly and in accordance with the GTA collective agreement.
- Students are expected to make adequate progress in research and contribute to the collective research effort to receive GRA or GRAF support. Where students do not meet these expectations, assessment of research progress should follow procedures in the Calendar on Academic Standing and GRA or GRAF funding maintained until a student has been required to withdraw by the Faculty of Graduate Studies and Research.

Exemptions

- **Option:** Professional and executive doctoral programs at the graduate level are exempt (ex. DMus, DEd).
- The policy does not apply to undergraduate doctorate programs (ex. Pharm D).
- **Option:** Online programs are excluded (eg. PhD in Nursing).

Accountability

- Departments and/or Faculties will hold the financial responsibility for the students admitted to their programs.
- Oversight and monitoring for compliance will rest with FGSR.



Doctoral Student Minimum Funding Guarantee Background Briefing Note and Draft Proposal

Last update: February 6, 2019

IMPLEMENTATION

If approved by during 2019, the policy will apply for admissions beginning with

Option 1 - Fall 2020

Option 2 - Fall 2021

Grandparenting

Option 1 - Students in years 2-4 are brought into compliance in the year of new registrants under the policy.

Option 2 - Students in years 2-4 are not included.

Admission Letters - FGSR

A general statement describing the minimum funding guarantee will be included in the admission letter issued by FGSR. The general statement will note that departments may provide higher levels of funding and additional years. Students will be informed that they will receive a separate letter from the department explaining their funding offer and policy (noting that the current practice is for programs to issue funding letters).

Allocation of Funds

During the implementation phase, funding that is currently being used to support current students enrolled in years 1-4 cannot be diverted to cover the minimum funding packages for incoming students.

FGSR will collaborate with faculties and programs to identify funding opportunities for students to help mitigate the impacts on programs, especially where the impact will be large. Select programs with significant challenges could have softer timelines for implementation to prevent removing access for students and/or a collapse of a program.

Faculty and Department Accountability

Deans and Department Chairs will collaborate to navigate the transition period through budget planning processes and to determine where contingency funds may be identified to allow faculty members to accept PhD students near the end of a grant. These situations are best managed at the lowest level as departments may have specific priorities to ensure equitable



Doctoral Student Minimum Funding Guarantee Background Briefing Note and Draft Proposal

Last update: February 6, 2019

access of faculty at various career stages to supervision of PhD students. This is current practice in many departments where students are paid through grant funding with funding policies already in place for students.

FGSR Policy – Part Time Registration

In conjunction with this policy, FGSR Council should amend the registration policy to allow FT students to convert to PT registration¹. This would alleviate the need to guarantee funding to particular groups of graduate students who often work full time and would in fact prefer part-time registration. For example, professionals can often arrange for a leave from employment to spend one year full-time completing course-work on campus and then return to full-time employment while completing thesis work (a common practice in Education). This policy change will also offer cost relief to students who work full time and would not qualify for the funding guarantee. However, students must be informed that full time registration is a requirement for other funding sources including most scholarships.

¹ For additional reasons, a proposal on the fulltime/part-time registration rule is under consideration by the policy review committee of FGSR Council.

Doctoral Student Minimum Funding Guarantee Background Briefing Note and Draft Proposal

Last update: February 6, 2019

IMPACTS

Risk	Potential Impact
<p><i>Funding Gap</i></p> <p>Using institutional data, FGSR has provided each program with an estimate of the funding gap that currently exists to bring all students to \$18,000 per annum for 2016-17. The analysis also captured all funds paid to students through scholarship, awards, and academic work.</p> <p>The combined total gap is ~\$2 million, which is a small amount in relation to the \$70 million distributed to PhD students in 2015-16. However, the shortfalls are not evenly distributed between programs/faculties.</p>	<p>There are a few programs with greater than 10 students under the minimum or unfunded, and these students are both in large and small faculties or programs. These details were shared with the Dean and/or Associate Dean Graduate in each faculty for their consideration and discussion during the Fall of 2018.</p>
<p><i>Student Employment</i></p> <p>Programs may be unaware of some student academic employment outside of their program, and so they would not have that funding under their control.</p>	<p>An unintended consequence of the policy is that it might promote departments giving priority to students for all academic-related employment even when those students are not the best fit for the work.</p>
<p><i>Availability of Funds</i></p> <p>Programs will need to manage enrolments to ensure funding is available for the duration of the commitment. Many departments do not have flexibility to backstop guarantees and to allow faculty members to take on doctoral students without secured grant funding.</p>	<p>Programs may alter admission practices to maximize capturing the highest caliber students that will increase success in scholarships. There may be increased pressure for faculty to pursue grant funding to ensure the health of doctoral programs. There may also be increased motivation for programs to support students to be successful in external scholarships. Pressure on bursary funding for doctoral students may decrease.</p>

Note: At some institutions, students pay into a fund to provide coverage for students on medical or maternity leave.

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Integrated Asset Management Strategy - Guiding Principles
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Item

Proposed by	Facilities and Operations
Presenter	Andrew Sharman, Vice-President (Facilities and Operations)

Details

Responsibility	Office of the Vice-President (Facilities and Operations)
The Purpose of the Proposal is (please be specific)	To introduce the guiding principles upon which all decisions related to the management of the institution's infrastructure assets are made.
Executive Summary (outline the specific item – and remember your audience)	<p>The Integrated Asset Management Strategy, when complete, will contain both short-term (within 5 years) and medium-term (within 10 years) projections and an additional long-term (>10 years) forecast of investments in building maintenance; minor and major renovations; additions and expansions; and asset retirement (closure).</p> <p>To ensure that our building and grounds infrastructure continues to provide the best possible support to our students, faculty, and staff, the adoption of a strategic approach to prioritizing our planning and operations activities cannot be overstated. Ultimately, we need to have more reliable spaces that facilitate the excellence for which the University of Alberta is renowned.</p> <p>Guiding principles are a key grounding point because, limited available funding necessitates a laser focus on the priorities driving infrastructure investments. They are:</p> <p>Student Success, Life Experience, Research, and Scholarship</p> <ol style="list-style-type: none"> 1. Campus spaces foster positive student learning and living experiences 2. Building assets positively contribute to teaching, research, and service 3. We endeavour to provide modern environments reflective of today's pedagogies 4. Facilities are capable of supporting world-class research across multiple disciplines <p>Asset Management</p> <ol style="list-style-type: none"> 5. Buildings are continually evaluated to prioritize investments in capital (renewal, expansion, new construction); in maintenance (preventative, current, and deferred); and obsolescence 6. Recognizing the uniqueness inherent in an institution of higher learning, system-wide maximum functional utilization is targeted 7. Social, economic, and environmental sustainability is achieved by: <ol style="list-style-type: none"> a. Incorporating inclusive design principles into campus

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	<p>infrastructure (e.g. all gender, barrier-free, etc.)</p> <ul style="list-style-type: none"> b. Reducing operational costs c. Reducing deferred maintenance liabilities d. Continually advancing the three pillars of sustainability: environmental, economic, and social <p>8. Every building has a unique role and its strategic value in the institutional inventory is more than a mathematical computation</p> <p>Campus Character</p> <ul style="list-style-type: none"> 9. Fostering the pedestrian experience is a priority on all campuses 10. Campus buildings and grounds will be maintained in a way that considers the community in which each resides 11. Considerations for removing building inventory will include a meaningful consideration of its historical value and placement in the university’s architectural mosaic <p>Decision-Making</p> <ul style="list-style-type: none"> 12. Planning must adhere to all government-mandated long-range development plans, sector plans, and urban planning principles 13. Spending must adhere to government-guided parameters: <ul style="list-style-type: none"> a. ‘Lights-on’ (base) funding: the portion of the Campus Alberta Grant allocated to cover building operating costs (e.g. utilities, janitorial, maintenance, insurance, etc.) b. Infrastructure Maintenance Program (IMP): a variable annual allocation intended to address deferred maintenance on base building systems. c. Capital grants: funds received in order to advance a specific building project 14. Decisions are evidence-based and supported by openly available data related to building occupancy, functionality, performance, environmental considerations, and deferred maintenance risks <ul style="list-style-type: none"> a. Supported by the CIP, we strive to have a <i>“data-driven approach to maintaining renovating and repurposing existing spaces on campus”</i> b. In order to support modern learning environments we need to have the ability to sustain building infrastructure
<p>Supplementary Notes and context</p>	<p><u><i>GFC Facilities Development Committee meeting of February 14, 2019</i></u></p> <p>At this meeting, members discussed balancing the concerns of the Faculties with those of the wider university, and the implications of the new budget model on space.</p> <p>Members noted the importance of building codes, safety, accessibility, and Equity, Diversity, and Inclusion (EDI) concerns, and discussed the university’s responsibility to the public good – beyond the campus</p>

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	<p>community.</p> <p>Members asked about how decisions related to space are communicated to the university community.</p>
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Engagement and Routing (Include proposed plan)

<p>Consultation and Stakeholder Participation</p>	<p>These principles are being introduced through presentations to numerous committees of the Board of Governors and the General Faculties Council. The resulting Integrated Asset Management Strategy will include considerable consultation steps in its development.</p> <ul style="list-style-type: none"> • GFC Facilities Development Committee, February 14, 2019 • GFC Academic Planning Committee, March 13, 2019 • GFC Executive Committee, April 15, 2019 • General Faculties Council, May 27, 2019 • Board Finance and Property Committee, May 28, 2019 • Board of Governors, June 14, 2019
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Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p><u>Institutional Strategic Plan – For the Public Good</u></p> <p>SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p> <p>23. Objective: Ensure that the University of Alberta’s campuses, facilities, utility, and information technology infrastructure can continue to meet the needs and strategic goals of the University.</p> <p>i. Strategy: Secure and sustain funding to plan, operate, expand, renew, and optimize the use of campus infrastructure to meet evolving teaching and research priorities.</p>		
<p>Alignment with Institutional Risk Indicator</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table style="width: 100%; border: none;"> <tr> <td style="border: none; vertical-align: top;"> <input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input checked="" type="checkbox"/> Physical Infrastructure </td> <td style="border: none; vertical-align: top;"> <input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>	<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input checked="" type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)) and provides that GFC may make recommendations to the Board of Governors on a building program and related matters (Section 26(1) (o)).</p> <p>Section 18(1) of the PSLA give the Board of Governors the authority to make any bylaws “appropriate for the management, government and control of the university buildings and land.”</p> <p>Section 19 of the Act requires that the Board “consider the recommendations of the general faculties council, if any, on matters of academic import prior to providing for (a) the support and maintenance</p>		

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	<p>of the university, (b) the betterment of existing buildings, (c) the construction of any new buildings the board considers necessary for the purposes of the university [and] (d) the furnishing and equipping of the existing and newly erected buildings [.] [...]"</p> <p>Section 67(1) of the <i>Act</i> governs the terms under which university land may be leased</p> <p>GFC Facilities Development Committee Terms of Reference</p> <p>1.Mandate and Role of the Committee</p> <p>The GFC Facilities Development Committee (FDC) is a standing committee of GFC with delegated authority to make recommendations to General Faculties Council and the Board of Governors. The committee reviews and recommends on general space and functional programs, the design and use of facilities, and policies related to facilities and planning.</p> <p>2.Areas of Responsibility</p> <p>a. Policy with respect to planning and facilities</p>
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Prepared by:
Gordon Weighell
Senior Administrative Officer
Office of the Vice-President (Facilities and Operations)
Email: gweighel@ualberta.ca

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**Governance Executive Summary
Action Item**

Agenda Title	New Enrolment Management Policy and Procedure and Rescission of Section 50 of the GFC Policy Manual
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Motion:

THAT General Faculties Council, as recommended by the GFC Academic Planning Committee, recommend that the Board of Governors approve the new Enrolment Management Policy and Procedure, as set forth in Attachments 3 and 4, and the concurrent rescission of Section 50 of the GFC Policy Manual (Enrollment Management), to take effect upon final approval.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Steven Dew, Provost and Vice-President (Academic)
Presenter(s)	Steven Dew, Provost and Vice-President (Academic) Melissa Padfield, Interim Vice-Provost and University Registrar

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To recommend approval of the new Enrolment Management Policy and Procedure, and the rescission of Section 50 of the GFC Policy Manual.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The proposed new Enrolment Management Policy and Procedure represent transition of Section 50 of the GFC Policy Manual (Enrollment Management) into UAPPOL.</p> <p>Section 50 of the GFC Policy Manual is one of the remaining sections of the GFC Policy Manual that has not been transitioned into UAPPOL.</p> <p>Section 50 is significantly out-of-date, and many portions are duplicated in other pieces of institutional policy.</p> <p>The lack of an updated, coordinated approach to institutional enrolment management has been identified within the Board-approved 2018-2019 Institutional Risk Summary as a threat to the academy's most cherished and valued academic goals, including student success, institutional reputation, academic quality, research quality/capacity, and the student experience.</p> <p>The updated Enrolment Management Policy is a high-level statement articulating the University of Alberta's approach to and responsibility for institutional enrolment management. The new Enrolment Management Procedure contains relevant details in relation to the annual and long-term enrolment management process, allowing the University to be more nimble in its management of enrolment, as well as transparent and accountable.</p> <p>Desired Outcomes of the new Policy Suite:</p> <ul style="list-style-type: none"> • Alignment between the University of Alberta's requirement for a specific number, mix, and calibre of students and its academic

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	<p>mission and strategic goals.</p> <ul style="list-style-type: none"> • Mitigation of the current risks surrounding insufficient enrolment management, as identified by the 2018-2019 Institutional Risk Summary, which include: reduced student success, reduced academic quality, research capacity and quality, harm to reputation, harm to the student experience, reduced productivity and morale, and misalignment with Government expectations. • Establishment of an updated institutional policy and procedure for short and long-term enrolment management that is easy to understand, transparent, and outlines clear authorities and appropriate processes.
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • The Office of the Provost and Vice-President (Academic) • Faculty of Graduate Studies and Research (FGSR) • The Office of the Registrar
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Deans' Council • PAC-D • Vice-Provosts' Council • Advisory Committee on Enrolment Management (ACEM) • Akanksha Bhatnagar, Vice-President (Academic), Students' Union (SU) • Masoud Aliramezani, Vice-President (Academic), Graduate Students' Association (GSA) • PEC-O • Office of General Counsel • UAPPOL Policy Champions Committee • University Governance • Office of the President • AASUA
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> •
Approval Route (Governance) (including meeting dates)	<p>GFC Academic Planning Committee (March 13, 2019) GFC Executive Committee (April 15, 2019) General Faculties Council (April 29, 2019) Board Learning and Discovery Committee (May 31, 2019) Board of Governors (June 14, 2019)</p>

Strategic Alignment

Alignment with <i>For the Public</i>	<i>For the Public Good</i>
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<p><i>Good</i></p>	<p>Values We value excellence in teaching, research, and creative activity that enriches learning experiences, advances knowledge, inspires engaged citizenship, and promotes the public good.</p> <p>We value learners at all stages of life and strive to provide an intellectually rewarding educational environment for all.</p> <p>Build GOAL: Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world.</p> <p>Experience GOAL: Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.</p> <p>Excel GOAL: Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.</p> <p>Engage GOAL: Engage communities across our campuses, city and region, province, nation and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.</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>Alignment with Institutional Risk Indicator</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="1" data-bbox="553 1402 1524 1612"> <tr> <td data-bbox="553 1402 1068 1612"> <input checked="" type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1068 1402 1524 1612"> <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input checked="" type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input checked="" type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success			
<p>Legislative Compliance and jurisdiction</p>	<p><i>Post-Secondary Learning Act (PSLA)</i> GFC Academic Planning Committee Terms of Reference GFC Executive Committee Terms of Reference GFC Terms of Reference Board Learning and Discovery Committee Terms of Reference</p>			

Attachments:

1. Attachment 1: Proposed New Enrolment Management Policy
2. Attachment 2: Proposed New Enrolment Management Procedure

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3. Attachment 3: Case for Action: New Enrolment Management Policy and Procedure (and Rescission of Section 50 of the GFC Policy Manual)
4. Attachment 4: GFC Policy Manual Section 50, Side by Side Comparison

Prepared by: Andrea Patrick, Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic), apatrick@ualberta.ca

Original Approval Date:
Most Recent Approval Date:
Most Recent Editorial Date:

Enrolment Management Policy

Office of Accountability:	Provost and Vice-President (Academic)
Office of Administrative Responsibility:	Provost and Vice-President (Academic)
Approver:	General Faculties Council and Board of Governors
Scope:	Compliance with this University policy extends to all academic staff, administrators, colleagues, and support staff as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories); and members of the Board of Governors.

Overview

The *Post-Secondary Learning Act* of Alberta gives the Board of Governors authority to “manage and operate the public post-secondary institution in accordance with its mandate,” and to “make and publish rules respecting the **enrolment** of students to take courses, programs of study or training” (section 60(1)(a) and (d)(i)).

The *Post-Secondary Learning Act* of Alberta gives GFC responsibility, subject to the authority of the Board of Governors, over “academic affairs” (section 26(1)).

Purpose

To articulate the University’s approach to managing institutional enrolment, including **enrolment targets**, in alignment with short and long-term objectives.

Enrolment and student access at the University of Alberta are affected by a variety of factors, including student demand, workforce demand, and available resources. A top-ranked public teaching and research-intensive university relies on a student population that meets a broad range of criteria in order to achieve its academic mission.

POLICY

Subject to the authority of General Faculties Council and the Board of Governors, the Provost and Vice-President (Academic), as Chief Academic Officer, oversees all academic matters of a significant nature which have an impact on the University as a whole, and as such, is accountable for ensuring appropriate enrolment at the University of Alberta.

The University of Alberta establishes enrolment criteria that ensure academic ability, mix of graduate and undergraduate students, desired number of student places in each Faculty, desired demographic diversity, and relationships with target communities. These criteria are used to inform short, medium and long-term enrolment plans.

For the purpose of managing enrolment levels, targets are established for individual Faculties and for the University as a whole.

Enrolment management processes are detailed in the Enrolment Management Procedure.

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended

institution-wide use. ▲Top	
Enrolment	The total number of Full Load Equivalents (FLEs) registered on an annual basis in a program, Faculty, and the University.
Enrolment Target	The total number of Full Load Equivalents (FLEs) to be registered on an annual basis in a Faculty and the University, as approved by the Board of Governors.
Full Load Equivalents (FLEs)	As defined by the Ministry of Advanced Education, a FLE is a unit measure of enrolment in which one FLE represents one student taking a full load in a standard year of study.

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[Admissions Policy](#)

PUBLISHED PROCEDURES OF THIS POLICY

Enrolment Management Procedure

Original Approval Date: **Most Recent Approval Date:**

Most Recent Editorial Date:

Parent Policy: Enrolment Management Policy

Enrolment Management Procedure

Office of Administrative Responsibility:	Provost and Vice-President (Academic)
Approver:	General Faculties Council
Scope:	Compliance with this University policy extends to all academic staff, administrators, colleagues, and support staff as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories); and members of the Board of Governors.

Purpose

The University of Alberta requires effective enrolment management to fulfill institutional objectives and its academic mission. This procedure outlines the University's processes for managing **enrolment** and **enrolment targets**.

PROCEDURE

1. The Enrolment Management Process at the University of Alberta

Achieving the appropriate number, mix and caliber of students is both an annual and long-term enterprise. The long-term enrolment objectives for the institution are informed by the Institutional Strategic Plan, individual Faculty strategic plans, and other environmental factors. The long-term enrolment objectives are achieved through specific annual planning exercises in conjunction with key institutional long-term planning documents. This would be achieved through regular consultation with Deans, governance bodies, and key stakeholders.

Annual enrolment planning is designed to support achievement of long-term objectives.

2. Initiating the Annual Institutional Enrolment Management Process

The Provost and Vice-President (Academic) initiates the undergraduate enrolment planning process for the following academic year by contacting Deans with a letter outlining institutional priorities relative to enrolment consistent with long-term enrolment management goals. The Deans, in collaboration with the Vice-Provost and University Registrar, then prepare an annual enrolment plan for each Faculty in compliance with approved Comprehensive Institutional Plan (CIP) enrolment targets.

3. Preparing Annual Faculty Undergraduate Enrolment Plans

The Vice-Provost and University Registrar (or delegate) meets with individual Deans (or delegate) to provide support and advice on Faculty-specific undergraduate enrolment planning and management, including the following: preparing enrolment projections; assisting Faculties with meeting institutional enrolment targets and goals; collecting and analyzing data; identifying trends and issues; determining admission averages; and monitoring all stages of the enrolment cycle.

4. Proposing Annual Faculty Enrolment Plans

The Deans submit Faculty undergraduate and graduate enrolment plans to the Provost and Vice-President (Academic) for review. The Provost and Vice-President (Academic), after consulting with the Dean of a Faculty and the Vice-Provost and University Registrar, may modify enrolment plans prior to implementation. Decisions to modify

enrolment plans may be informed by resources, academic standards, and capacity within the limits of approved CIP quotas and enrolment targets, and must be in alignment with identified academic priorities.

Alterations of existing targets in response to new, shifting or reduced resources and/or demands, such as targeted provincial funding for additional **Full Load Equivalents (FLEs)** in specific programs, are done in consultation with the Provincial Ministry responsible for advanced education.

4. Approving Institutional Enrolment Plans

The Provost and Vice-President (Academic) approves enrolment plans and submits enrolment targets through the CIP, which is recommended from General Faculties Council (delegated to the GFC Academic Planning Committee) to the Board of Governors for final approval.

5. Reporting Institutional Enrolment Plans

The Provost and Vice-President (Academic) will report annually to General Faculties Council and the Board of Governors, and to appropriate standing committees, the undergraduate minimum admission averages, and actual undergraduate and graduate enrolment (compared to Faculty targets) for that year.

DEFINITIONS

Definitions should be listed in the sequence they occur in the document (i.e. not alphabetical).

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

Enrolment	The total number of Full Load Equivalents (FLEs) registered on an annual basis in a program, Faculty, or the University.
Enrolment Target	The total number of Full Load Equivalents (FLEs) expected to be registered on an annual basis in a program, Faculty, or the University.
Full Load Equivalents (FLEs)	As defined by the Ministry of Advanced Education, a FLE is a unit measure of enrolment in which one FLE represents one student taking a full load in a standard year of study.
Admission	Acceptance of a candidate for enrolment in a specified program and Faculty.
Enrolment Plan	An annual plan recommended to the Provost and Vice-President (Academic) by each Faculty containing enrolment targets and a strategy to achieve the targets.

FORMS

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New Enrolment Management Policy and Procedure (and Rescission of Section 50 of the GFC Policy Manual)

Case for Action

Context:

Strategic enrolment management is essential to the University's achievement of its mission and academic goals¹, and the current Enrolment Management Policy has been identified as a risk to the institution that needs to be addressed. Established in the 1970's, significant portions of the current Enrolment Management Policy (Section 50 of the GFC Policy Manual) are either out-of-date or duplicated in other pieces of institutional policy. In addition, Section 50 is silent on many critical elements of strategic enrolment management, including the need for institutional coordination of long-term enrolment management and the role of the Provost in working with the Ministry to ensure that the academy can evolve and meet the needs of learners, the labour market, and society at large.

For the last year, the Section 50 Working Group, which includes members from the Office of the Provost and Vice-President (Academic), the Office of the Registrar, and the Faculty of Graduate Studies and Research (FGSR), has conducted a thorough review of the Section 50 and has drafted an updated UAPPOL Enrolment Management Policy and Procedure. The new policy is a high-level statement articulating the University of Alberta's approach to and responsibility for institutional enrolment management. The new procedure contains details in relation to the annual and long-term enrolment management process that allows the University to be more flexible and nimble in its management of enrolment as well as transparent and accountable.

The proposed policy and procedure honors the roles of the Deans, Provost, Registrar, GFC and the Board of Governors, working together to ensure that institutional enrolment management serves the good of each Faculty as well as the whole institution. It supports current and future students, as it equips the University of Alberta to address immediate and long-term needs holistically, while at the same time recognizing the uniqueness of each Faculty.

Key Changes:

- Section 50, despite its length, does not contain information about how enrolment management is actually carried out on an annual and long-term basis. The proposed procedure provides a step-by-step process and identifies General Faculties Council (delegated to the GFC Academic Planning Committee (APC)) as the approver of changes to the procedure.
- Section 50 outlines vague and outdated authorities that do not reflect the unique realities of the Faculties, current institutional context, or the Ministry's role in impacting institutional capacity. Within the revised policy and procedure, it is proposed that the Provost (after consulting with the Dean) has the authority to change enrolment targets prior to presentation to the Board of Governors for approval. This is consistent with the Provost's current GFC-delegated authority to increase or decrease admission averages in each individual Faculty, which would have a similar impact on enrolment outcomes.

¹ 2018-2019 Institutional Risk Summary

- Section 50 contains outdated processes, including how targets are to be reviewed annually and requirements to report to GFC APC if a Faculty's actual enrolment is more than 5% above or below target. Information about actual enrolment vs. target is contained in the Annual Enrolment Reports from the Office of the Registrar and FGSR, and in the Comprehensive Institutional Plan (CIP) each year, which GFC APC and the Board consider and approve.
- Section 50 contains an outdated section on establishing targets for new programs that is redundant with the current program approval process, which includes GFC ASC, GFC APC (and in certain circumstances, BLDC and the Board.)
- Section 50 includes a section on the responsibility of the Dean of the Faculty of Graduate Students and Research (FGSR) in managing graduate enrolment. This has been removed as it does not reflect current practice, and these responsibilities are included in the broader responsibility of the Provost and the Deans for managing enrolment.
- Section 50 contains information on quotas on courses that will be incorporated into the review being conducted by the ad hoc Committee on Program Approval Pathways, established by the GFC Executive Committee.

Desired Outcomes:

- Alignment between the University of Alberta's requirement for a specific number, mix, and calibre of students and its academic mission and strategic goals.
- Mitigation of the current risks surrounding insufficient enrolment management, as identified by the 2018-2019 Institutional Risk Summary, which include: reduced student success, reduced academic quality, research capacity and quality, harm to reputation, harm to the student experience, reduced productivity and morale, and misalignment with Government expectations.
- Establishment of an updated institutional policy and procedure for short and long-term enrolment management that is easy to understand, transparent, and outlines clear authorities and appropriate processes.

**GFC Policy Manual Section 50: Enrolment Management
Proposed Changes**

<p style="text-align: center;">Current Text: Section 50 GFC Policy Manual</p>	<p style="text-align: center;">Corresponding Excerpts from the Proposed Enrolment Management Policy and Enrolment Management Procedure</p>
<p>50. Enrolment Management</p> <p>Note from the University Secretariat: The <i>Post-Secondary Learning Act</i> gives GFC responsibility, subject to the authority of the Board of Governors, over "academic affairs" (section 26(1)). GFC has thus enacted a policy on Enrolment Management, as set out below.</p> <p>The complete wording of the section(s) of the <i>Post-Secondary Learning Act</i>, as referred to above, should be checked in any instance where formal jurisdiction needs to be determined.</p> <p>The University is committed to flexibility and responsiveness to the public it serves through its enrolment management policy. In managing our enrolments, the Provost and Vice President (Academic) and Deans collaborate to ensure an appropriate enrolment balance within the University overall and in individual Faculties.</p> <p>Each Faculty is responsible for appropriately managing enrolments in particular degree programs in order to meet its Faculty target. The target for the University as a whole is the sum of individual Faculty targets.</p>	<p><u>The <i>Post-Secondary Learning Act</i> of Alberta gives the Board of Governors authority to “manage and operate the public post-secondary institution in accordance with its mandate,” and to “make and publish rules respecting the enrolment of students to take courses, programs of study or training” (section 60(1)(a) and (d)(i)). (policy)</u></p> <p>The <i>Post-Secondary Learning Act</i> of Alberta gives GFC responsibility, subject to the authority of the Board of Governors, over “academic affairs” (section 26(1)). (policy)</p> <p><u>Enrolment and student access at the University of Alberta are affected by a variety of factors, including student demand, workforce demand, and fiscal resources or constraints. A top-ranked public teaching and research-intensive university relies on a student population that meets a broad range of criteria. (policy)</u></p> <p><u>The University of Alberta establishes enrolment criteria that ensure academic ability, mix of graduate and undergraduate students, desired number of student places in each Faculty, desired demographic diversity, and relationships with target communities. These criteria are used to inform short, medium and long-term enrolment plans. (policy)</u></p> <p><u>Achieving the appropriate number, mix and caliber of students is both an annual and long-term enterprise. The long-term enrolment objectives for the institution are informed by the Institutional Strategic Plan, individual Faculty strategic plans, and other</u></p>

	<p><u>environmental factors. The long-term enrolment objectives are achieved through specific annual planning exercises in conjunction with key institutional long-term planning documents. This would be achieved through regular consultation with deans, governance bodies, and key stakeholders. (procedure)</u></p> <p><u>Annual enrolment planning is designed to support achievement of long-term objectives. (procedure)</u></p> <p><u>Subject to the authority of General Faculties Council and the Board of Governors, the Provost and Vice-President (Academic), as Chief Academic Officer, oversees all academic matters of a significant nature which have an impact on the University as a whole, and as such, is accountable for ensuring appropriate enrolment at the University of Alberta. (policy)</u></p> <p><u>For the purpose of managing enrolment levels, targets are established for individual Faculties and for the University as a whole. (policy)</u></p> <p><u>The Deans submit Faculty undergraduate and graduate enrolment plans to the Provost and Vice-President (Academic) for review. The Provost and Vice-President (Academic), after consulting with the Dean of a Faculty and the Vice-Provost and University Registrar, may modify enrolment plans prior to implementation. Decisions to modify enrolment plans may be informed by resources, academic standards, and capacity within the limits of approved CIP quotas and enrolment targets, and must be in alignment with identified academic priorities. (procedure)</u></p> <p><u>Alterations of existing targets in response to new, shifting or reduced resources and/or demands, such as targeted provincial funding for additional Full Load Equivalent (FLEs) in specific programs, are done in consultation with the Provincial Ministry responsible for advanced education. (procedure)</u></p>
50.1 Establishing Targets for New Programs	<i>Removed from the new policy and procedure.</i>

<p>1.— As part of their proposal for a new program, the Faculty concerned will submit a statement to APC specifying the proposed program’s effect on the existing Faculty enrolment target and including:—</p> <p>a.— a detailed statement of the impact of the new program on relevant aspects of available human, physical and financial resources;</p> <p>b.— a statement detailing demand and supply of graduates in the relevant field in Alberta (and Canada);</p> <p>c.— a draft University Calendar statement detailing admission and academic standing criteria to be applied in the first and subsequent years of the program; and</p> <p>d.— the likely effects of the proposed program and change in Faculty enrolment target on other academic units and the library at the University.</p> <p>APC will seek advice from ASC on the admissions and academic standing components of the proposal. (See also Section 12.)</p> <p>2.— APC, following consultation with the Faculty concerned, will either forward the proposal and its attendant recommendation to GFC, attaching any observations deemed appropriate, or will refer the proposal back to the originating unit for further review. (See also Section 3.)</p> <p>3.— GFC, after considering a new program proposal, will forward the proposal and attendant recommendation to the Board of Governors for its review.</p>	<p><i>This section is captured within GFC’s program approval process.</i></p>
<p>50.2 Enrolment Targets</p> <p>Under enrolment management, overall Faculty targets comprise all continuing students, readmissions and anticipated new students registered in programs offered by the Faculty. In order to achieve stable enrolments</p>	<p><u>Achieving the appropriate number, mix and caliber of students is both an annual and long-term enterprise. The long-term enrolment objectives for the institution are informed by the Institutional Strategic Plan, individual</u></p>

~~over time, the available admission and readmission spaces in a program are adjusted each year according to the number of continuing students currently enrolled and projected for the next three years. The internal projections and management of these enrolment subsets is done by individual Faculties in collaboration with the Office of the Registrar and Student Awards. Overall Faculty targets are listed below.~~

University of Alberta: Undergraduate Enrolment Targets by Faculty

Faculty strategic plans, and other environmental factors. The long-term enrolment objectives are achieved through specific annual planning exercises in conjunction with key institutional long-term planning documents. This would be achieved through regular consultation with deans, governance bodies, and key stakeholders.

Annual enrolment planning is designed to support achievement of long-term objectives.

The Provost and Vice-President (Academic) initiates the undergraduate enrolment planning process for the following academic year by contacting Deans with a letter outlining institutional priorities relative to enrolment consistent with long-term enrolment management goals. The Deans, in collaboration with the Vice-Provost and University Registrar, then prepare an annual enrolment plan for each Faculty in compliance with approved Comprehensive Institutional Plan (CIP) enrolment targets. (procedure)

Removed from the new policy and procedure.

50.3 Annual Review of Targets

1. — In the Fall of each year, the Provost and Vice President (Academic) will report for information to ASC, APC, GFC and the Board of Governors the minimum admission averages and the actual enrolment in individual Faculties compared with Faculty targets for that year.

2. — In order to effectively manage overall enrolment for the following year, each Fall the Provost and Vice President (Academic), the Registrar and the Dean of each Faculty will review and adjust as necessary the Faculty's enrolment target. Once the Faculty target is established, the Dean will provide the Office of the Registrar and Student Awards with individual program targets to facilitate the Admission process.

The Provost and Vice-President (Academic) will report annually to General Faculties Council and the Board of Governors, and to appropriate standing committees, the undergraduate minimum admission averages, and actual undergraduate and graduate enrolment (compared to Faculty targets) for that year. (procedure)

The Vice-Provost and University Registrar (or delegate) meets with individual Deans (or delegate) to provide support and advice on Faculty-specific undergraduate enrolment planning and management, including the following: preparing enrolment projections; assisting Faculties with meeting institutional enrolment targets and goals; collecting and analyzing data; identifying trends and issues; determining admission averages; and monitoring all stages of the enrolment cycle. (procedure)

The Deans submit Faculty undergraduate and graduate enrolment plans to the Provost and Vice-President (Academic) for review. The Provost and Vice-President (Academic), after consulting with the Dean of a Faculty and the Vice-Provost and University Registrar, may modify enrolment plans prior to implementation. Decisions to modify enrolment plans may be informed by resources, academic standards, and capacity within the limits of approved CIP quotas and enrolment targets, and must be in alignment with identified academic priorities. (procedure)

Alterations of existing targets in response to new, shifting or reduced resources and/or demands, such as targeted provincial funding for additional Full Load Equivalent (FLEs) in specific programs, are done in consultation with the Provincial Ministry responsible for advanced education. (procedure)

~~3.— In cases where changes in enrolments over one or more years result in variations of more than 5% from a Faculty's enrolment target given in 50.2, the Faculty concerned will submit a statement to APC including:~~

- ~~a.— the reasons for the changes;~~
- ~~b.— a statement of the impact of the changes on relevant aspects of available human, physical and financial resources;~~
- ~~c.— the effect of the changes on the Faculty and other academic units including the library; and~~
- ~~d.— recommendations concerning how the Faculty intends to respond to the changes. APC will then make a determination as to whether the Faculty's target should be changed.~~

~~4.— Each Fall, the Dean of the Faculty of Graduate Studies and Research will, in cooperation with Deans and/or Department Chairs, develop an annual target and projections for graduate enrolment for the following year and report this to the Provost and Vice-President (Academic); Deans/Department Chairs, the Office of the Registrar and Student Awards, and the Office of Budget and Statistics.~~

The Provost and Vice-President (Academic) approves enrolment plans and submits enrolment targets through the CIP, which is recommended from General Faculties Council (delegated to the GFC Academic Planning Committee) to the Board of Governors for final approval. (procedure)

Removed from the new policy and procedure. This information is contained within the Comprehensive Institutional Plan (CIP), which GFC APC (acting on delegated authority from GFC) recommends to the Board of Governors annually.

GFC (delegated to the GFC Academic Planning Committee) is the approver of changes to the new procedure.

Removed from the new policy and procedure, as it does not reflect current practice, and these responsibilities are included in the broader responsibility of the Provost and the Deans for managing enrolment.

50.4 Changing Established Enrolment Targets

~~From time to time, the Provost and Vice-President (Academic) or Deans, in consultation with each other, may reallocate spaces between programs within the Faculty or alter existing targets in response to new, shifting or reduced resources and/or demands.~~

~~1. — In cases where spaces are reallocated within an existing target, no approval beyond the Provost and Vice-President (Academic) is necessary. Such changes must be made in consultation with any affected academic units including the library. Written notification should be provided to the Provost and Vice-President (Academic), the Registrar and the Office of Budget and Statistics.~~

~~2. — In cases where proposed changes result in variations of more than 5% from a Faculty's existing overall enrolment target, the Faculty concerned or the Provost and Vice-President (Academic), as appropriate, will submit a statement to APC including:~~

- ~~a. — the reasons for the proposed changes;~~
- ~~b. — a detailed statement of the impact of the changes on relevant aspects of available human, physical and financial resources; and~~
- ~~c. — the effect of the proposed changes on the Faculty and other academic units including the library~~

~~3. — APC, following consultation with the~~

The Provost and Vice-President (Academic), after consulting with the Dean of a Faculty and the Vice-Provost and University Registrar, may modify enrolment plans prior to implementation. Decisions to modify enrolment plans may be informed by resources, academic standards, and capacity within the limits of approved CIP quotas and enrolment targets, and must be in alignment with identified academic priorities.*(procedure)*

Alterations of existing targets in response to new, shifting or reduced resources and/or demands, such as targeted provincial funding for additional Full Load Equivalents (FLEs) in specific programs, are done in consultation with the Provincial Ministry responsible for advanced education.*(procedure)*

The Provost and Vice-President (Academic) approves enrolment plans and submits enrolment targets through the Comprehensive Institutional Plan (CIP), which is recommended from General Faculties Council (delegated to the GFC Academic Planning Committee) to the Board of Governors for final approval.*(procedure)*

Removed from the new policy and procedure, as the process is out-of-date, and this information is contained within the CIP, which GFC APC (acting under delegated authority of GFC) recommends to the Board of Governors annually.

General Faculties Council (delegated to the GFC Academic Planning Committee) is the final approver of changes to the new procedure.

<p>Faculty concerned or the Provost and Vice-President (Academic), will either forward the proposal and its attendant recommendation to GFC, attaching any observations deemed appropriate, or will refer the proposal back to the originating unit for further review.</p> <p>4. — GFC, after considering the proposal, will forward the proposal and its attendant recommendation to the Board of Governors for its review.</p>	
<p>50.5 Aboriginal Admission</p> <p>The University of Alberta is committed to the recruitment, retention and graduation of Aboriginal students' study towards a degree. The University also recognizes that Aboriginal applicants have traditionally been underrepresented in higher education and has adopted the Aboriginal Student Policy (see Section 108.13) with a view to having the University's Aboriginal student population attain a level that is at least proportionate to the Aboriginal population of the province.</p> <p>In order to facilitate appropriate representation of Aboriginal students on campus, additional qualified applicants may be considered over and above the Aboriginal students who are admitted in the regular competition for places in a Faculty. Aboriginal applicants (see Section 11.9) who wish to be considered for such additional places must attain the minimum admission requirements of their chosen program as prescribed by the University and its Faculties and Schools. To assist the University in achieving this overall goal, Faculties are encouraged to set aside places specifically for aboriginal applicants, the number being consistent with the available pool, student interests, and available teaching and learning support services.</p> <p>Aboriginal enrollment in each Faculty will be detailed in an annual report provided by the</p>	<p><i>Removed from the new policy and procedure, as this is found in the University Calendar.</i></p>

<p>Registrar's Office, and monitored and evaluated by the Office of the Provost and Vice President (Academic).</p> <p>The University shall encourage Faculties to identify other significantly under-represented groups with a view to having the student population broadly representative of the public the University serves.</p>	
<p>50.6 Citizenship and Residence</p> <p>The University of Alberta is committed to admitting highly qualified students from Alberta, Canada and the International Community.</p> <p>1.— In order to meet the needs of the community that the University serves, individual Faculties may establish internal program targets with regard to the citizenship and residence of undergraduate students. Such targets shall be established with the approval of the Provost and Vice President (Academic).</p> <p>2.— No non-resident* shall be admitted to a program who is less qualified than any Alberta resident who is denied admission to that program.</p> <p>*— A resident of Alberta is defined as a Canadian citizen or Permanent Resident (Landed Immigrant) who has been continuously resident in the Province of Alberta, or the Yukon or Northwest Territories for at least one year immediately prior to the first day of classes of the session for which admission is sought. The one-year residence period shall not be considered broken where the admission committee is satisfied that the applicant was temporarily out of the province on vacation, on short-term employment, or as a full-time student. Applicants on student authorization cannot establish residence during a period as a full-time student in an Alberta secondary or</p>	<p><i>Removed from the new policy and procedure as this information is found in the University Calendar and contained within the Annual Enrolment Report.</i></p>

<p>post-secondary institution since a stay under student authorization is considered to be a visiting period.</p> <p>3.— The Provost and Vice-President (Academic) shall report once every three years to the General Faculties Council on the Citizenship and Residence of Undergraduate students at the University and on the University's ability to achieve a student population that is broadly representative of the public the University serves (including information on Aboriginal enrolment at this institution).</p>	
<p>50.7 Entrance Quotas</p> <p>1. Due to the nature of the placements required and/or agreements with Provincial Health Authorities, the Health Sciences Faculties have specific entrance quotas in addition to their Faculty targets within the overall University enrolment management. In these areas formal admission committees are required. (See also 11.6.2.) The following represent current Board approved entrance quotas:</p> <p>University of Alberta: Health Sciences Entrance Quotas</p> <p>2.— The target numbers set out in 50.2.2 do not supersede the specific entrance quotas for the health sciences set out in Section 50.7. (GFC 27 MAY 2002) (BG 30 MAY 2002)</p> <p>3.— Information on the procedures used in admitting students to Faculties with entrance quotas appear in the Undergraduate Admission Section (Section 13-17) of the University of Alberta Calendar.</p>	<p><i>Removed from new policy and procedure as the information is contained in the University Calendar.</i></p> <p><i>Removed from the new policy and procedure.</i></p>
<p>50.8 Regulations Regarding Admission to Faculties with Entrance Quotas</p>	<p><i>Removed from the new policy and procedure.</i></p>

<p>See Section 11.6</p>	
<p>50.9 Quotas on Courses</p> <p>It shall be a general policy of the University to make every effort to accommodate all students wishing to enroll in courses approved for their programs.</p> <p>No student shall be excluded by reason of a quota from registering in a course required for her or his program.</p> <p>It will be the responsibility of Deans to determine whether quotas should be imposed on specific courses.</p>	<p><i>Removed from the new policy and procedure. This section will be incorporated as part of the review being conducted by the ad hoc Committee on Program Approval Pathways, established by the GFC Executive Committee.</i></p>
<p>50.10 Recommendations of the 1996 Quinquennial Review Committee</p> <p>In view of the procedures set out in 50.1 to Section 50.4, the 1996 Quinquennial Review Committee recommends that the quinquennial review process be discontinued and that review of enrolment management be undertaken by the Office of the Provost and Vice-President (Academic) and an appropriately constituted subcommittee of APC as the need arises.</p>	<p><i>Removed from the new policy and procedure as this is an outdated reference.</i></p>

**Governance Executive Summary
Action Item**

Agenda Title	Workplace Impairment Policy and Procedures
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Motion

THAT General Faculties Council recommend that the Board of Governors approve the Workplace Impairment Policy, the Workplace Impairment Disclosure and Reporting Procedure, the Managing Impairment in Safety-Sensitive Positions Procedure, and the Drug Testing Procedure, as set forth in Attachments 2 – 5, to take effect September 1, 2019.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Wayne Patterson, Vice-Provost and Associate Vice-President (Human Resources)
Presenter(s)	Wayne Patterson, Vice-Provost and Associate Vice-President (Human Resources)

Details

Responsibility	Provost and Vice-President (Academic) and Vice-President (Finance and Administration)
The Purpose of the Proposal is <i>(please be specific)</i>	To obtain recommendation for approval of the Workplace Impairment Policy and related procedures which have been developed after extensive consultation and feedback.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>Occupational health and safety legislation imposes general duties on employers, contractors, and managers/supervisors to provide a safe work environment and take all reasonable precautions to protect the health and safety of employees in the workplace. Employees also have obligations under the legislation to protect their own safety and the health and safety of others at the worksite. Impairment from drugs, alcohol, medications, substances or other impairing conditions can affect employee performance, have significant adverse impacts, and create risk to people, property, research and reputation.</p> <p>The Workplace Impairment Policy Suite:</p> <ul style="list-style-type: none"> • Is designed to ensure that the University is a safe and healthy workplace that supports employees and supervisors in that pursuit. • Identifies expectations of employees to attend work “fit for work” and remain fit for work while on duty. • Outlines responsibilities for managers and supervisors for identifying and responding to impairment in the workplace. • Reinforces the University’s commitment to support employees who disclose they have alcohol or drug dependency or other conditions that could cause workplace impairment. <p>The policy and three procedures have particular emphasis on:</p> <ul style="list-style-type: none"> • Defining impairment and the necessity of employees being fit for work • Managing impairment in safety sensitive work

Item No. 8

	<ul style="list-style-type: none"> • How to disclosure and report workplace impairment • Providing guidance to managers and supervisors in dealing with impairment in the workplace • Process for 3rd party impairment testing
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Wayne Patterson, Vice-Provost and Associate Vice-President (Human Resources) • Michelle Bonnici, Director, HR Integrated Client Services • Gerry McCune, Director, Organizational Development, Equity and Health • Marj Cayford, Senior Human Resources Partner
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • President’s Executive Committee – Operational • University of Alberta Protective Services (UAPS) • Human Resource Services • Environmental Health & Safety • Managers/supervisors from faculties and departments on all campuses, in particular those with prevalent safety-sensitive work • Staff Associations (NASA, AASUA, GSA, PDFA) (January 2019) • PEAC (January 7, 2019) • Vice-Provosts Council (January 14, 2019) • Deans Council (February 6, 2019) • GFC Exec (February 11, 2019) • PACC (February 19, 2019) • GFC (February 25, 2019) • Chairs Council (March 15, 2019)
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • Assistant Deans/Senior Financial Officers • Administrative Strategic Council • BHRCC
Approval Route (Governance) (including meeting dates)	<p>GFC Executive Committee – April 15, 2019 GFC – April 29, 2019 BHRCC – May 25, 2019 Board of Governors – June 14, 2019</p>

Strategic Alignment

Alignment with <i>For the Public Good</i>	SUSTAIN. Objective 19 iii) Endorse a strong culture of safety awareness, knowledge, planning, and practice to ensure the safety of students, employees, and visitors to our campuses.	
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation

Item No. 8

	<input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Research Enterprise <input checked="" type="checkbox"/> Safety <input type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	General Faculties Council Terms of Reference The <i>Cannabis Act</i>	

Attachments:

1. Workplace Impairment Policy Suite – Summary of Substantive Changes (1 page)
2. Workplace Impairment Policy (7 pages)
3. Workplace Impairment Disclosure and Reporting Procedure (4 pages)
4. Managing Impairment in Safety-Sensitive Positions Procedure (4 pages)
5. Drug Testing Procedure (4 pages)

Prepared by: Wayne Patterson, Vice-Provost and Associate Vice-President (Human Resources)

Workplace Impairment Policy Suite

Summary of Substantive Changes from Governance Feedback Received

April 4, 2019

	Section	Change
Workplace Impairment Policy	Overview	<ul style="list-style-type: none"> Moved paragraph related to personal time and work time from the <i>Managing Impairment in Safety Sensitive Positions Procedure</i> to the policy Removal of section related to “principles” as it was a duplicate of other information within the policy
	Policy	<ul style="list-style-type: none"> Addition of 5. clarifying when the policy applies to students 7. Drug Testing - wording changed to apply to all employees, not just those in safety-sensitive positions
	Definitions	<ul style="list-style-type: none"> Revised definition of <i>Serious Incident or Near Miss</i> based on feedback from EHS Added definition of Employee
	General	<ul style="list-style-type: none"> Changed all references to “faculty and staff” to “employee” throughout the entire policy/procedure suite
Managing Impairment in Safety-Sensitive Positions Procedure	Overview	<ul style="list-style-type: none"> Paragraph related to personal time and work time moved to Policy
Workplace Impairment Disclosure and Reporting Procedure	Procedure	<ul style="list-style-type: none"> 4. Privacy - revised privacy statement based on advice from IPO
Drug Testing Procedure	Overview	<ul style="list-style-type: none"> Removal of paragraph related to personal time and work time
	Procedure	<ul style="list-style-type: none"> 1. Circumstances in Which Drug Testing May be Used - wording changed to apply to all employees, not just those in safety-sensitive positions Addition that the Vice-Provost and Associate Vice President has authority to invoke drug testing upon recommendation from a Dean or AVP Addition to stipulate that employees subject to drug testing will be advised of their right to union representation and the union will be notified that a member has undergone testing 5. Privacy - revised privacy statement based on advice from IPO

Original Approval Date:

Most Recent Approval Date:

Most Recent Editorial Date: April 4, 2019

Effective Date: September 1, 2019

Workplace Impairment Policy

Office of Accountability:	Provost and Vice-President (Academic) and Vice-President (Finance and Administration)
Office of Administrative Responsibility:	Vice-Provost and Associate Vice-President (Human Resources)
Approver:	Board of Governors (Board Human Resources and Compensation Committee)
Scope:	Compliance with this University policy extends to all employees, volunteers, and contractors.

Overview

The University of Alberta has an obligation to provide a safe, healthy, and productive work environment for all **employees**. **Impairment** in the **workplace** can affect employee performance, have significant adverse impacts, and create risk to people, property, research, and reputation.

All members of the **University community** are responsible for health and safety in the workplace. Occupational health and safety legislation imposes general duties on employers, contractors, and **managers/supervisors** to provide a safe work environment and take all reasonable precautions to protect the health and safety of employees and others in the workplace. Employees also have obligations under the legislation to protect their own safety and the health and safety of others in the workplace.

It is important to delineate the line between personal time and **work time**. Regardless of what an employee does on their personal time, they must report **fit for work** and remain fit for work during work time. This is particularly important in a **safety-sensitive position**, where their actions, reactions, decisions, or judgement could cause significant injury or harm to themselves or others.

Purpose

The purpose of this policy is to outline the responsibilities and expectations associated with workplace impairment and fitness for work. This policy is intended to:

- a. help ensure the health and safety of employees and the safety of students, visitors, and members of the public by requiring all employees to report fit for work, which includes being free from impairment by alcohol and other **drugs**, the misuse of and/or failure to take medications as prescribed, and/or any condition that could impair a person's ability to work safely;
 - b. define workplace impairment and outline the procedures that will be followed to investigate possible violations of the policy;
-

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- c. reinforce the University's commitment to ensure that employees with alcohol and/or drug addiction or other related disabilities are provided with assistance and appropriate accommodation in employment in accordance with applicable policy and human rights legislation; and
- d. guide the management of risks associated with impairment in the workplace.

POLICY

1. All members of the University of Alberta community have a responsibility to ensure a safe, healthy, and productive working environment.
2. All employees must perform their job in a safe manner consistent with established University of Alberta standards, procedures, policies, and/or practices and in compliance with applicable legislation.
3. The University is committed to ensuring that no employee creates a risk for themselves and/or others or to the environment, physical infrastructure, and/or equipment as a result of impairment.
4. Employees must be fit for work and must notify their supervisor if they are not fit for work for any reason, including impairment or potential impairment.
5. This policy will apply to University of Alberta students only when the student is also an employee of the University of Alberta and when they are carrying out their duties as an employee. Behaviour of students who are not employed by the University of Alberta or who are not on duty will be addressed under the *Code of Student Behaviour*.

6. RESPONSIBILITIES

Members of the University community may have multiple roles as described below.

- a. Senior leaders, including the President, Vice-Presidents, Vice-Provosts, Associate Vice-Presidents, Deans, Directors, and Chairs and other officers of the University exercise administrative responsibility to implement this policy and the related procedures within their respective areas of responsibility.
- b. Managers and supervisors are responsible for:
 - i. ensuring safe work environments within their respective faculty, department, or unit as per Occupational Health and Safety legislation;
 - ii. understanding their role and the University's policies and procedures related to impairment in the workplace;
 - iii. identifying safety-sensitive positions and duties within their respective faculty, department or unit according to the criteria outlined in the *Managing Impairment in Safety Sensitive Positions Procedure*;
 - iv. ensuring that contractors and/or volunteers are made aware of University policies in relation to impairment and safety in the workplace;
 - v. promptly addressing actual or perceived impairment in the workplace in accordance with University policy, procedures, legislation, or applicable collective agreements;
 - vi. attending any training and awareness programs that the University may recommend or direct, related to effects of use and abuse of alcohol or drugs and recognizing signs of impairment;
 - vii. supporting employees who are seeking assessment, counselling, referral, and support programs where addiction may be a concern; and

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- viii. maintaining appropriate privacy and confidentiality related to alcohol or drug use and/or medical information about a faculty or staff member.
- c. Employees are expected to:
- i. perform their duties in a safe manner and in all ways consistent with established University of Alberta standards, procedures, policies, and/or practices and in compliance with applicable legislation;
 - ii. read, understand, and adhere to this policy and their responsibilities under it;
 - iii. recognize if their position or assigned duties would be considered safety-sensitive based on the criteria outlined in the *Managing Impairment in Safety Sensitive Positions Procedure*;
 - iv. proactively take all reasonable steps to obtain information about and understand the potential impairing effects of any drug they consume, in terms of impairment in the workplace generally, and specific to their position and duties, including but not limited to seeking the advice of physicians and/or pharmacists;
 - v. report and remain fit for work during work time;
 - vi. immediately advise their supervisor if they know or reasonably ought to know or suspect that they are unfit for work for any reason;
 - vii. co-operate with any work modification related to their fitness for work;
 - viii. notify their supervisor, a manager, Human Resources, or Environment Health and Safety if they believe an employee, contract worker, or volunteer is not fit for work during work time;
 - ix. manage personal factors which impact their ability to perform their duties unimpaired and to the full extent of their capability;
 - x. seek advice and follow appropriate treatment if they have a current or emerging substance addiction, and follow recommended monitoring programs after attending treatment; and
 - xi. fully cooperate with an investigation into a violation of this policy or associated procedures.
- d. Human Resources is responsible for:
- i. supporting departments and units in the interpretation and application of this policy and related guidelines;
 - ii. informing the appropriate stakeholders when substantive changes to the policy occur;
 - iii. providing supervisors, faculty, and staff with information related to use or abuse of alcohol or drugs;
 - iv. support the development of training and/or resources to assist supervisors to recognize signs of impairment; and
 - v. support supervisors in managing performance concerns.
- e. Environment, Health and Safety will support departments and units in the interpretation and application of this policy and related procedures as it relates to the Occupational Health and Safety Act.

7. DRUG TESTING

The University may require **drug testing** for employees in the following circumstances:

- a. Post-Incident - as part of an investigation into a **serious incident or near miss** where impairment is a suspected cause.
- b. **Reasonable suspicion** - where the employee exhibits observable signs of impairment during work time.

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- c. Pursuant to a reinstatement monitoring agreement, a continued employment agreement, or any other agreement entered into by the University, the employee, and the employee's union or association (where applicable).

8. ADDICTIONS, ASSISTANCE AND SUPPORT

Employees who are or suspect they are experiencing a substance addiction problem that is or is reasonably likely to affect their job performance or cause a violation of this policy are required to disclose that to their supervisor or the University's third party disability management provider before their job performance is affected or a violation of the policy occurs. Where the employee has made such a disclosure, they shall provide objective medical evidence of the addiction satisfactory to the University's third party disability management provider. If an addiction is established by the medical evidence, the University will reasonably accommodate the medical condition in accordance with applicable law, including allowing the employee to take appropriate leave for treatment.

If an employee discloses to their supervisor or the University's third party disability management provider and seeks assistance for a substance addiction problem before a violation of the policy occurs, the employee will not be disciplined for such disclosure and seeking such assistance. However, where an employee violates the policy but has not expressly disclosed or sought assistance for a substance dependency problem in accordance with the policy before that violation of the policy, then that violation may be grounds for disciplinary action.

9. FAILURE TO COMPLY

Any employee who fails to fulfill the requirements of this policy and its associated procedures may be subject to discipline and/or other action pursuant to any applicable collective agreement, handbook, legislation or University policy, up to and including termination of employment and prosecution if appropriate.

DEFINITIONS

<p>Any definitions listed in the following table apply to this document and its related policies and procedures only with no implied or intended institution-wide use. [▲Top]</p>	
Employee	<p>Includes academic staff, support staff, excluded staff, management, administrators, student staff, post-doctoral fellows, volunteers, contractors, or other staff.</p>
Drug	<p>Any substance, including but not limited to alcohol, cannabis, illicit drugs or medications (prescribed or over-the-counter), or other mood-altering substance, the use of which has the potential to change or adversely affect the way a person thinks, feels or acts. For purposes of this policy, drugs of concern are those that affect whether an employee is fit for work.</p> <p><u>Alcohol</u> refers to beer, wine and distilled spirits, and includes the alcohol found in medicines or other products.</p> <p><u>Cannabis</u> refers to a cannabis plant or bi-product of a cannabis plant obtained legally for recreational use or medicinal use.</p> <p><u>Illicit Drug</u> means any drug or substance whose use, sale, possession, purchase or transfer is restricted or prohibited by law.</p> <p><u>Medication</u> refers to a drug obtained legally, either over-the-counter or through a doctor’s prescription or appropriate authorization, designed to remedy, control, or prevent illness. For clarity, in the case of medicinal cannabis, the employee must have an authorization for use to the extent such authorization is required by law for medicinal use.</p>
Drug Testing	<p>A test that examines a person's blood, urine, breath, saliva, or other sample to determine the presence of impairing substances in the body.</p>
Employee	<p>Includes academic staff, support staff, excluded staff, management, administrators, student staff, post-doctoral fellows, volunteers, contractors, or other staff.</p>
Fit for Work	<p>Refers to an employee’s ability to maintain a physical, mental, and emotional state that enables them to perform the physical and mental demands of their job and/or duties safely, effectively, and in a manner that does not increase risk to themselves and others or the University. This includes being free from impairment by alcohol or drugs, the misuse of and/or failure to take medications as prescribed, and/or any condition that could impair a person’s ability to work safely.</p>

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Impairment	The state of being unable to perform work-safely and productively, including not being fit for work because of intoxication by alcohol or drugs.
Manager/Supervisor	A person who has charge of a workplace or authority over a worker.
Reasonable Suspicion	Inference based on circumstances, observations, and/or reports that indicate impairment in the workplace may be present or that the employee is under the influence of alcohol or drugs.
Safety-Sensitive Position	Position where some or all of the work duties and operational processes have the potential, if performed improperly, for a serious incident or near miss. A safety-sensitive position includes positions where only certain duties are safety-sensitive.
Serious Incident or Near Miss	Refers to an unplanned event, circumstance or condition that caused or had a high likelihood to cause damage or injury to person, property, reputation, security or the environment, and/or would result in a report to a municipal, provincial, or federal regulator.
University Community	Includes all academic staff and colleagues, administrators, support staff and excluded staff as outlined and defined in Recruitment Policy (Appendix A and Appendix B) as well as third party contractors, visiting speakers, volunteers, professors emeriti, undergraduate students, graduate students, postdoctoral fellows, and visitors.
Work time	The period of time when the employee is expected to perform or be ready to perform any duties of their position. This includes all breaks, both scheduled and unscheduled time, and generally any time that the employee is engaged in work, activity or travel in their capacity as a University of Alberta employee.
Workplace	Any place where employees, volunteers, or contractors of the University of Alberta perform work as part of their assigned responsibilities.

RELATED LINKS

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

Supports and Resources

<links>

Information

[Occupational Health and Safety Act](#)

[Freedom of Information and Protection of Privacy Act](#)

[Alberta Human Rights Act](#)

Related Policies

[Disability Management/Health Recovery Support Policy](#)

[Discrimination Harassment and Duty to Accommodate Policy](#)

[Employee and Family Assistance \(EFAP\) Policy](#)

[Environment, Health and Safety Policy](#)

[Helping Individuals at Risk Policy](#)

[Hospitality, Working Sessions/Committee Meetings and University Employee Functions Procedure](#)

[Alcohol Policy](#)

[Ethical Conduct and Safe Disclosure Policy](#)

PUBLISHED PROCEDURES OF THIS POLICY

Managing Impairment in Safety-Sensitive Positions Procedure

Workplace Impairment Disclosure and Reporting Procedure

Drug Testing Procedure

Original Approval Date:
Most Recent Approval Date:
Most Recent Editorial Date: April 4, 2019

Effective Date: September 1, 2019

Parent Policy: Workplace Impairment Policy

Workplace Impairment Disclosure and Reporting Procedure

Office of Accountability:	Provost and Vice-President (Academic) and Vice-President (Finance and Administration)
Office of Administrative Responsibility:	Vice-Provost and Associate Vice-President (Human Resources)
Approver:	Board of Governors (Board Human Resources and Compensation Committee)
Scope:	Compliance with this University policy extends to all employees, volunteers, and contractors.

Overview

Ensuring a **workplace** is free from impairment requires a combination of workplace observation, **employee** disclosure, and reporting potential impairment. This is important in all positions, and is a priority in **safety sensitive positions**.

All employees must report **fit for work**. This disclosure and reporting procedure outlines the requirements for employees to self-disclose potential workplace impacts of alcohol and drugs or impairing conditions and to report any suspected impairment in the workplace to their supervisor.

Purpose

The purpose of this procedure is to outline how an employee can self-disclose and/or report impairment in the workplace.

PROCEDURE

1. EMPLOYEE SELF-DISCLOSURE

- a. Employees must report fit for work.
 - b. When an employee is not fit for work for any reason, they must disclose it to their **manager/supervisor** prior to conducting work, particularly if engaged in safety-sensitive duties.
 - c. Employees are required to inform their supervisor when their use of over-the-counter, prescription, or authorized drugs could reasonably be expected to cause **impairment** during **work time**. In situations where temporary modified duties or permanent accommodation may be required, employees will be expected to provide sufficient information and documentation to the University's third-party disability management provider to validate limitations and restrictions.
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- d. An employee who discloses that they are not fit for work is not required to disclose the specific cause of the impairment, the substance used, the medical condition, or medication used that is causing the impairment to their supervisor or manager.
- e. Supervisors and managers must assess the risk when an employee discloses that they are not fit for work or that they are using drugs that could reasonably be expected to cause impairment during work time, and determine how to ensure safety and satisfaction of operational needs. An employee who discloses that they are not fit for work due to impairment may be re-assigned to alternate duties or may be temporarily removed from the work site.
- f. Information from the employee's physician may be requested to identify the existence or extent of any impairment or risk of impairment, whether an employee can conduct certain tasks, how certain drugs used by the employee impact or could impact their fitness for work and how long any reassignment of duties may be required.
- g. Employees who disclose that they are experiencing a substance addiction will be required to provide objective medical evidence of the addiction satisfactory to the University's third party disability management provider.

2. REPORTING IMPAIRMENT

- a. Any individual who witnesses impairment in the workplace or has a reasonable basis to believe that an employee may be impaired is expected to report the impairment or suspected impairment to their supervisor, a manager, or one of the following offices: Human Resources or Environment Health and Safety.
- b. When an individual reports suspected impairment in the workplace, the person to whom it is reported must take appropriate action.
- c. Where there is **reasonable suspicion** that an employee in a safety-sensitive position (including having certain safety-sensitive duties) is impaired, the employee may be immediately re-assigned to alternate duties or may be removed from the work site pending further investigation and information being obtained.
- d. The University will not tolerate any reprisal, directly or indirectly, against anyone who, in good faith, makes a report or is a witness to a report.
- e. The University also recognizes the serious nature of reports that are made in bad faith and it may take disciplinary action should reports be shown to be malicious, frivolous, fraudulent, or vexatious. Submitting a report in good faith is not a violation of this policy.

3. FAILURE TO COMPLY

Any employee who fails to fulfill the requirements of this procedure may be subject to disciplinary and other action pursuant to any applicable collective and other agreements, legislation or University policy, up to and including termination of employment and prosecution if appropriate.

4. PRIVACY

Any **personal information** (including health information) collected, used or disclosed under this procedure will occur only in compliance with the Freedom of Information and Protection of Privacy Act, the Personal Information Protection Act, and the University's related Access to Information and Protection of Privacy Procedure and Policy.

DEFINITIONS

Any definitions listed in the following table apply to this document and its related policies or procedures only with no implied or intended institution-wide use. [▲Top]	
Employee	Includes academic staff, support staff, excluded staff, management, administrators, student staff, post-doctoral fellows, volunteers, contractors, or other staff.
Fit for Work	Refers to an employee's ability to maintain a physical, mental, and emotional state that enables them to perform the physical and mental demands of their job and/or duties safely, effectively, and in a manner that does not increase risk to themselves and others or the University. This includes being free from impairment by alcohol or drugs, the misuse of and/or failure to take medications as prescribed, and/or any condition that could impair a person's ability to work safely.
Impairment	The state of being unable to perform work-safely and productively, including not being fit for work because of intoxication by alcohol or drugs.
Manager/Supervisor	A person who has charge of a workplace or authority over a worker.
Personal Information	<p>Personal information means recorded information about an identifiable individual. This includes information such as the individual's:</p> <ul style="list-style-type: none"> a. name and contact information, age, and gender; b. student or employee ID #, or other identifying number; c. application for employment, salary, employment evaluations, and other employment history; d. grades, assignments, and other educational history; e. health information or financial information; f. race, national or ethnic origin, or colour; g. religious or political beliefs or associations; h. marital status or family status; i. biometric information; and j. criminal history. <p>These are examples only, and not a comprehensive list. Further examples of personal information are set out in the Appendix to Access to Information and Protection of Privacy Procedure.</p>

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Reasonable Suspicion	Inference based on circumstances, observations, and/or reports that indicate impairment in the workplace may be present or that the employee is under the influence of alcohol or drugs.
Safety-Sensitive Position	Positions where some or all of the work duties and operational processes have the potential, if performed improperly, for a serious incident or near miss . A safety-sensitive position includes positions where only certain duties are safety-sensitive.
Serious Incident or Near Miss	Refers to an unplanned event, circumstance or condition that caused or had a high likelihood to cause damage or injury to person, property, reputation, security or the environment, and/or would result in a report to a municipal, provincial, or federal regulator.
Work time	The period of time when the employee is expected to perform or be ready to perform any duties of their position. This includes all breaks, both scheduled and unscheduled time, and generally any time that the employee is engaged in work, activity or travel in their capacity as a University of Alberta employee.
Workplace	Any place where faculty, staff, volunteers, or contractors, of the University of Alberta perform work as part of their assigned responsibilities.

RELATED LINKS

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[Access to Information and Protection of Privacy Policy](#)

[Access to Information and Protection of Privacy Procedure](#)

Workplace Impairment Policy

Managing Impairment in Safety-Sensitive Positions Procedure

Drug Testing Procedure

Original Approval Date:

Most Recent Approval Date:

Most Recent Editorial Date: April 4, 2019

Effective Date: September 1, 2019

Parent Policy: Workplace Impairment Policy

Managing Impairment in Safety-Sensitive Positions Procedure

Office of Accountability:	Provost and Vice-President (Academic) and Vice-President (Finance and Administration)
Office of Administrative Responsibility:	Vice-Provost and Associate Vice-President (Human Resources)
Approver:	Board of Governors (Board Human Resources and Compensation Committee)
Scope:	Compliance with this University policy extends to all employees, volunteers, and contractors.

Overview

Safety sensitive positions are particularly susceptible to increased risk due to **impairment** in the **workplace**. It is important to properly define and identify safety-sensitive positions and ensure **employees** are educated, trained, and aware of their responsibilities related to being **fit for work** and reporting workplace impairment.

Purpose

The purpose of this procedure is to outline the requirements for managing impairment in safety-sensitive positions and for safety-sensitive duties. This includes identifying safety-sensitive positions as well as educating and training employees on dangers of impairment when performing safety-sensitive work.

PROCEDURE

1. IDENTIFICATION OF SAFETY-SENSITIVE POSITIONS AND DUTIES

Managers/supervisors of each department/unit must identify positions and duties that are considered safety-sensitive. In order to be considered safety-sensitive, the position or duties must meet any one of criteria outlined below.

In some cases a position may not be considered safety-sensitive (e.g. office work) but may have certain duties which are safety-sensitive, such as occasionally driving a motor vehicle. These duties must be identified as safety-sensitive, and for purposes of this procedure make the position a safety-sensitive position.

The criteria for identification of safety-sensitive positions and duties include:

- a. Use and maintenance of equipment, machinery, or powered tools (e.g. chainsaw, pneumatic-actuated tools, welding equipment).

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

- b. Transport, handling or use of hazardous materials including, but not limited to: flammable, corrosive, dangerously reactive, toxic, biological materials, radioactive materials, designated equipment.
- c. Work in high hazard areas (e.g. work at heights, confined spaces, rigging, working near heavy equipment, high pressure systems, high voltage, or high vehicle traffic areas).
- d. Working in potentially dangerous environments (e.g. working alone, field work, remote locations, laboratories).
- e. Positions or duties in which there is a reasonable expectation for duty of care to students, staff, the general public, or animals (some examples include aquatics, first aiders, peace officers, first responders, volunteer coordinators, summer camp leaders, physicians, nurses, psychologists, dentists, pharmacists, veterinarians, animal technicians).
- f. Operation of motorized equipment (e.g. driving a vehicle, or operating heavy machinery).
- g. Decision-critical positions or duties related to health and safety in which critical decisions could affect the safe operation of the University (e.g. installation, maintenance or monitoring of life safety systems such as fire alarm systems, supervisors of safety-sensitive positions. operation and care of utilities).

2. NOTIFICATION OF SAFETY SENSITIVE DUTIES

Employees in safety-sensitive positions must be made aware that their position or specific duties are considered safety-sensitive, either through verbal notification and explanation or through appropriate notation on the job fact sheet/position description, or both. Whether an employee has been told their position is safety-sensitive is not by itself determinative of whether they know or ought to know that it is.

3. EDUCATE EMPLOYEES ON THEIR RESPONSIBILITIES

Managers and supervisors must take reasonable steps to ensure employees in safety-sensitive positions or with safety-sensitive duties have adequate education, training, and awareness of their responsibilities related to being fit for work and reporting workplace impairment in accordance with University policies and procedures.

DEFINITIONS

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Drug	<p>Any substance, including but not limited to alcohol, cannabis, illicit drugs or medications (prescribed or over-the-counter), or other mood-altering substance, the use of which has the potential to change or adversely affect the way a person thinks, feels or acts. For purposes of this policy, drugs of concern are those that affect whether an employee is fit for work.</p> <p><u>Alcohol</u> refers to beer, wine and distilled spirits, and includes the alcohol found in medicines or other products.</p>
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U of A Policies and Procedures On-Line (UAPPOL)

	<p><u>Cannabis</u> refers to a cannabis plant or bi-product of a cannabis plant obtained legally for recreational use or medicinal use.</p> <p><u>Illicit Drug</u> means any drug or substance whose; use, sale, possession, purchase or transfer is restricted or prohibited by law.</p> <p><u>Medication</u> refers to a drug obtained legally, either over-the-counter or through a doctor's prescription or appropriate authorization, designed to remedy, control, or prevent illness. For clarity, in the case of medicinal cannabis, the employee must have an authorization for use to the extent such authorization is required by law for medicinal use.</p>
Employee	Includes academic staff, support staff, excluded staff, management, administrators, student staff, post-doctoral fellows, volunteers, contractors, or other staff.
Fit for Work	Refers to an employee's ability to maintain a physical, mental and emotional state that enables them to perform the physical and mental demands of their job and/or duties safely, effectively, and in a manner that does not increase risk to themselves and others or the University. This includes being free from impairment by alcohol or drugs , the misuse of and/or failure to take medications as prescribed, and/or any condition that could impair a person's ability to work safely.
Impairment	The state of being unable to perform work-safely and productively, including not being fit for work because of intoxication by alcohol or drugs.
Manager/Supervisor	A person who has charge of a workplace or authority over a worker.
Safety-Sensitive Position	Position where some or all of the work duties and operational processes have the potential, if performed improperly, for a serious incident or near miss . A safety-sensitive position includes positions where only certain duties are safety-sensitive.
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RELATED LINKS

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[Occupational Health and Safety Act](#)

Workplace Impairment Policy

Workplace Impairment Disclosure and Reporting Procedure

Drug Testing Procedure

Original Approval Date:
Most Recent Approval Date:
Most Recent Editorial Date: April 4, 2019

Effective Date: September 1, 2019

Parent Policy: Workplace Impairment Policy

Drug Testing Procedure

Office of Accountability:	Provost and Vice-President (Academic) and Vice-President (Finance and Administration)
Office of Administrative Responsibility:	Vice-Provost and Associate Vice-President (Human Resources)
Approver:	Board of Governors (Board Human Resources and Compensation Committee)
Scope:	Compliance with this University policy extends to all employees, volunteers, and contractors.

Overview

Impairment in the **workplace** can increase the risk of **employee** actions causing damage or injury to persons, property, reputation, security or the environment. **Safety-sensitive positions** are particularly susceptible to increased risk due to **impairment** in the workplace. In order to effectively manage impairment in the workplace, **drug testing** may be required under certain circumstances.

Purpose

The purpose of this procedure is to outline the procedures that apply when determining when and how the University of Alberta will conduct **drug** testing on its employees. Drug testing is only one tool to assist in determining workplace impairment and will be used along with workplace observation, employee disclosure, reporting requirements, and employee behavior monitoring.

PROCEDURE

1. CIRCUMSTANCES IN WHICH DRUG TESTING MAY BE USED

The University of Alberta reserves the right to conduct drug testing in accordance with the *Workplace Impairment Policy*. There are three scenarios in which the University may require drug testing :

- a) Post-Incident - as part of an investigation into a **serious incident or near miss** where impairment is a suspected cause.
- b) **Reasonable suspicion** - where the employee exhibits observable signs of impairment during work time.
- c) Pursuant to a reinstatement monitoring agreement, a continued employment agreement, or any other agreement entered into by the University, the employee and the employee's union or association (where applicable).

Impairment during work time will typically be managed through observation, self-reporting, employee management, and a respectful workplace in order to maintain a high standard in safety

sensitive positions, however drug testing may be used as a supplement to these measures in the noted circumstances.

The Vice-Provost and Associate Vice-President (Human Resources) may invoke the drug testing procedure in circumstances where they deem it appropriate or upon recommendation from a Dean, Associate Vice-President or the most senior administrator for an academic or administrative unit, who shall consult with Human Resources prior to making any such recommendation.

If drug testing is conducted on an employee who is represented by a union or staff association, the employee will be advised of their right to representation by the union or staff association and the union or staff association shall be advised at the earliest possible opportunity that the employee has undergone drug testing.

2. CONDUCTING A DRUG TEST

Drug testing must be conducted as soon as practical upon the presentation of the applicable circumstances noted in this procedure and the related *Workplace Impairment Policy*. All drug tests will be completed by a third-party provider that specializes in workplace-related drug testing.

If an employee is required to submit to a test, they will be removed from duty until the test is complete and must remain under direct supervision until they are transported to and from the testing site.

If an employee fails to report directly for a test, refuses to submit to a test upon request in accordance with this policy and related procedures, refuses to agree to disclosure of a test result to the University, attempts to tamper with a test sample, or otherwise obstructs the testing process, they will be deemed to have tested positive.

3. STEPS FOLLOWING A NEGATIVE TEST

Where the drug test is negative for drugs that may have caused the employee to not be **fit for work** during **work time**, any concerns regarding employee behavior and workplace performance will be handled in accordance with the appropriate collective agreements or University of Alberta policies.

4. STEPS FOLLOWING A POSITIVE TEST

Where the drug test is positive for drugs that may have caused the employee to not be fit for work during work time, the employee may be subject to disciplinary and other action pursuant to any applicable collective and other agreements, legislation, or University policy, up to and including termination of employment and prosecution if appropriate. Typically any positive test will be considered in combination with surrounding circumstances including workplace observation and employee reporting. Employee performance will be managed in accordance with the appropriate collective agreements and University of Alberta policies.

5. PRIVACY

Any **personal information** (including health information) collected, used or disclosed under this procedure will occur only in compliance with the Freedom of Information and Protection of Privacy Act, the Personal Information Protection Act, and the University's related Access to Information and Protection of Privacy Procedure and Policy.

DEFINITIONS

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<p>Drug Testing</p>	<p>A test that examines a person's blood, urine, breath, saliva, or other sample to determine the presence of impairing substances in the body.</p>
<p>Employee</p>	<p>Includes academic staff, support staff, excluded staff, management, administrators, student staff, post-doctoral fellows, volunteers, contractors, or other staff.</p>
<p>Fit for Work</p>	<p>Refers to an employee's ability to maintain a physical, mental, and emotional state that enables them to perform the physical and mental demands of their job and/or duties safely, effectively, and in a manner that does not increase risk to themselves and others or the University. This includes being free from impairment by alcohol or drugs, the misuse of and/or failure to take medications as prescribed, and/or any condition that could impair a person's ability to work safely.</p>
<p>Impairment</p>	<p>The state of being unable to perform work-safely and productively, including not being fit for work because of intoxication by alcohol or drugs.</p>

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

Personal Information	<p>Personal information means recorded information about an identifiable individual. This includes information such as the individual's:</p> <ul style="list-style-type: none"> a. name and contact information, age, and gender; b. student or employee ID #, or other identifying number; c. application for employment, salary, employment evaluations, and other employment history; d. grades, assignments, and other educational history; e. health information or financial information; f. race, national or ethnic origin, or colour; g. religious or political beliefs or associations; h. marital status or family status; i. biometric information; and j. criminal history. <p>These are examples only, and not a comprehensive list. Further examples of personal information are set out in the Appendix to Access to Information and Protection of Privacy Procedure.</p>
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Serious Incident or Near Miss	<p>Refers to an unplanned event, circumstance or condition that caused or had a high likelihood to cause damage or injury to person, property, reputation, security or the environment, and/or would result in a report to a municipal, provincial, or federal regulator.</p>
Work time	<p>The period of time when the employee is expected to perform or be ready to perform any duties of their position. This includes all breaks, both scheduled and unscheduled time, and generally any time that the employee is engaged in work, activity or travel in their capacity as a University of Alberta employee.</p>
Workplace	<p>Any place where employees, volunteers, or contractors of the University of Alberta perform work as part of their assigned responsibilities.</p>

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Workplace Impairment Policy

Managing Impairment in Safety-Sensitive Positions Procedure

Workplace Impairment Disclosure and Reporting Procedure

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Revisions to Standing Committee Terms of Reference– GFC Academic Planning Committee
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Motion

<p>THAT General Faculties Council approve, as recommended by the GFC Academic Planning Committee and the GFC Executive Committee, the proposed changes to the GFC Academic Planning Committee Terms of Reference as set forth in Attachment 1, to take effect July 1, 2019.</p>

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	GFC Academic Planning Committee
Presenter(s)	Steven Dew, Chair, GFC Academic Planning Committee

Details

Responsibility	General Faculties Council
The Purpose of the Proposal is (<i>please be specific</i>)	The proposal is before the committee to approve the revised terms of reference for the GFC Academic Planning Committee
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>The Report of the <i>ad hoc</i> Committee on Academic Governance including Delegated Authority, endorsed by GFC on April 21, 2017, contained recommendations of a general nature applying to all standing committees and recommendations specific to the Academic Planning Committee. In addition, through discussion by APC, a number of other gaps in the terms of reference were identified.</p> <p><u>Added to terms of reference:</u></p> <ul style="list-style-type: none"> - Clear reference to research within the terms of reference to clarify the responsibilities of the committee to this area. - Delegated authority to approve of program terminations. - Under responsibilities: Internationalization, Indigenous, and Information Technology policies and initiatives <p><u>Changes to terms of reference:</u></p> <ul style="list-style-type: none"> - <i>Change in delegation:</i> It has been recognized that the key decision making point in program termination is actually at the time of program suspension. The terms of both APC and Academic Standards Committee (ASC) reflect a new pathway for suspensions that would progress with recommendations from ASC to APC to GFC and then the Board. APC would then be the final approver of terminations on the recommendation of ASC. - <i>Change in delegation:</i> Removal of APC recommending to the Board on certificates requiring government approval. This did not align with the approval authority for other programs wherein APC is the final approver. - <i>Change in responsibility:</i> The responsibility to recommend to GFC on policy directions for teaching and learning will be moved to the terms of the Committee on the Learning Environment (CLE) rather than having CLE recommend to APC and APC recommend to GFC. - <i>Change in responsibility:</i> The responsibility for the establishment of or change to general university admission or transfer policies

Item No. 9

	<p>affecting students will lie with ASC to recommend to GFC for approval rather than ASC recommending to APC who recommends to GFC</p> <ul style="list-style-type: none"> - As an expanded responsibility, ASC will be reviewing new, and revisions to existing, programs and providing comments to APC. - Enrollment and Planning has been revised to reflect current activities. <p><u>Changes to committee composition:</u></p> <ul style="list-style-type: none"> - Removal of cross representative from Executive to Academic Planning Committee - Addition of one elected faculty member from GFC - The recommendation to move the Vice-President (Finance and Administration) from an ex-officio member was rejected as the budget remains an important part of the committee's mandate - The Vice-Provost and University Registrar moves from a resource member to an ex-officio member to align voting status with that on GFC <p><u>Items that remain in the terms of reference pending further work:</u></p> <ul style="list-style-type: none"> - There were a number of recommendations from the ad hoc Committee Report related to the many components of program approval. On January 14, 2019 the GFC Executive Committee established an ad hoc committee to review current approval processes and propose revised pathways. Approved recommendations from this review will be incorporated into the APC terms of reference next year. - Proposals from the Centre collegial de l'Alberta (CCA) remain in the terms of reference for the time being.
<p>Supplementary Notes and context</p>	<p><u>Remaining unchanged – Committee Name</u></p> <p>The Report of the ad hoc Committee on Academic Governance including Delegated Authority noted that it was important to ensure that sufficient attention and priority is dedicated to research as an area of policy that is central to the university's success and stature as a major research-intensive university. The report recommended that APC's terms of reference be amended to clarify in more detail its delegated authority with regard to research-related issues, to clarify (for GFC and the university community) the place of research policy in governance, and to enhance the extent to which the committee would be more proactive in taking up research-related issues. A name change to the Academic and Research Planning was one of the ways suggested to accomplish this.</p> <p>Since the report was endorsed in April 2017, APC has discussed and revised the proposed terms at many meetings.</p> <p>Over the development of the proposed terms of reference, the structure and sub-titles of the document were revised to clearly articulate 'research and research policy' along with the committee's delegated authority and responsibilities in this area. These additions address the spirit of the ad hoc committee's recommendations by clarifying the role of APC on research-related issues, clearly placing research policy within governance, and positioning APC to be more proactive in taking up</p>

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	<p>research-related issues.</p> <p>At the March 13, 2019 meeting, members discussed whether it was necessary to refer specifically to research in the committee name as research is part of academic affairs. On March 25, the proposed terms of reference went to GFC for early consultation. Members at that meeting also questioned the need to include research in the name as it is part of academic affairs.</p> <p>With this feedback in mind, and with the revisions to the format and content of the terms of reference, APC recommends that the name of the committee remain as the Academic Planning Committee.</p>
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Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • GFC Academic Planning Committee • GFC Executive Committee Transition Committee • Vice-President (Academic) and Provost • Vice-President (Research)
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Report of the ad hoc Committee on Academic Governance Including Delegated Authority (endorsed by GFC April 21, 2017) Appendix 6: List of Consultations • General Faculties Council • GFC Executive Committee • GFC Executive Transition Committee
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • General Faculties Council
<p>Approval Route (Governance) (including meeting dates)</p>	<p><i>For the Public Good</i> 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>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.</p>	
<p>Alignment with Institutional Risk Indicator</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p>	
	<p><input type="checkbox"/> Enrolment Management</p> <p><input type="checkbox"/> Faculty and Staff</p> <p><input type="checkbox"/> Funding and Resource Management</p> <p><input type="checkbox"/> IT Services, Software and Hardware</p> <p><input checked="" type="checkbox"/> Leadership and Change</p> <p><input type="checkbox"/> Physical Infrastructure</p>	<p><input checked="" type="checkbox"/> Relationship with Stakeholders</p> <p><input checked="" type="checkbox"/> Reputation</p> <p><input type="checkbox"/> Research Enterprise</p> <p><input type="checkbox"/> Safety</p> <p><input type="checkbox"/> Student Success</p>
<p>Legislative Compliance and jurisdiction</p>	<p><i>Post-Secondary Learning Act (PSLA)</i> GFC Academic Planning Committee Terms of Reference</p>	

Attachments

Item No. 9

1. Proposed Terms of Reference - GFC Academic Planning Committee
2. Current Terms of Reference – GFC Academic Planning Committee

Prepared by: University Governance



1. Mandate and Role of the Committee

The GFC Academic Planning Committee (APC) is a standing committee of GFC charged with oversight of academic planning issues. APC is responsible for considering institution wide implications to the university's longer term academic, research, financial, and facilities development.

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

2. Areas of Responsibility

Academic implications of:

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

3. Composition

Voting Members (18)

Ex-officio (6)

- Provost and Vice-President (Academic), Chair
- Vice-President (Research)
- Vice-President (Finance and Administration)
- Vice-Provost and University Registrar
- President, Students' Union
- President, Graduate Students' Association

Elected by GFC (12)

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

NOTE: One academic staff member of the GFC Academic and Research Planning Committee will be elected by the committee for cross appointment to the GFC Facilities Development Committee

Non-voting Members

- University Secretary
- GFC Secretary

4. Delegated Authority from General Faculties Council

Should be reviewed at least every three years and reported to GFC.

4.1 Academic Programs

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

4.2 Research and Research Policy

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

4.3 Academic Units and Academic Service Units

- a. Approve name changes to Departments and Divisions

4.4 Budget Matters

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

4.5 Enrolment Management

- a. Approve revisions to the Enrolment Management Procedure

5. Responsibilities Additional to Delegated Authority

5.1 Academic Programs

- a. Recommend to GFC on the suspension of academic programs

5.2 Research and Research Policy

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

5.3 Academic Units and Academic Service Units

- a. Recommend to GFC on name changes of Faculties
- b. Recommend to GFC on the establishment and termination of Faculties, Departments, Schools and Divisions, and on mergers involving Faculties, Departments, or Divisions subject to Article 32 of the Faculty Agreement
- c. Recommend to the Board of Governors on the assignment of priorities for establishment of new Faculties, Departments or Schools
- d. Receive notification of name changes of campus units for information

5.4 Budget Matters

- a. Recommend to GFC on budget principles
- b. Recommend to the Board of Governors on the annual budget (excluding ancillary units)
- c. Recommend to GFC on any new fee that would be levied upon a substantial group of students

5.5 Quality Assurance

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

5.6 Enrolment Management

- a. Receive, discuss, and provide feedback on enrolment reports
- b. Recommend to GFC on enrolment management processes

5.7 Facilities Planning

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

5.8 International Policies and Initiatives

- a. Receive, discuss, and provide feedback on annual reports and future plans

5.9 Indigenous Policies and Initiatives

- a. Receive, discuss, and provide feedback on annual reports and future plans

5.10 Information Technology Policies and Initiatives

- a. Receive, discuss, and provide feedback on annual reports and future plans

6. Sub-delegations from Academic Planning Committee

Should be reviewed at least every three years and reported to GFC.

6.1 Academic Programs – Graduate Degree Specializations

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

7. Limitations to Authority

The following further refines or places limitations on authorities held by or delegated to APC:

7.1 Academic Programs

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

8. Reporting to GFC

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

The committee should report annually to GFC on programs approved.

9. Definitions

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

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

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

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

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

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

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

10. Links

[Centres and Institutes Policy](#)

Approved by General Faculties Council: [date]

GFC Academic Planning Committee Terms of Reference

1. Authority

The *Post-Secondary Learning Act* gives General Faculties Council (GFC) responsibility, subject to the authority of the Board of Governors, over "academic affairs" (section 26(1)). Section 26(1)(o) provides that GFC may make recommendations to the Board of Governors on a number of matters, including "the budget" and "academic planning." GFC has thus established an Academic Planning Committee (GFC APC), as set out below. GFC delegates certain of its powers to the GFC Academic Planning Committee.

The complete wording of the section(s) of the *Post-Secondary Learning Act*, as referred to above, and any other related sections, should be checked in any instance where formal jurisdiction or delegation needs to be determined.

2. Composition of the Committee

Ex officio

- Provost and Vice-President (Academic), Chair
- Vice-President (Research)
- Vice-President (Finance & Administration)
- President of the Students' Union
- President of the Graduate Students' Association

Members Elected by General Faculties Council

- Four academic staff elected by and from GFC (Category A1.1 and A1.6 and their counterparts in A1.5 and A1.7)
- Two academic staff-at-large (Category A1.1 and A1.6 and their counterparts in A1.5 and A1.7)
- One NASA member (Category S1.0) at-large
- One Dean
- One Department Chair-at-large
- One undergraduate student-at-large
- One graduate student-at-large

Non-Voting Members

- One faculty member of the GFC Executive, appointed by the Chair of the GFC Executive.
- The Provost and Vice-President (Academic) may ask any resource person to attend for any item(s). It is recognized the Vice-Provost and University Registrar will routinely be in attendance at APC as a non-voting observer/resource person. (GFC 29 SEP 2003)

NOTE: APC will elect one of the APC academic staff members to serve as Vice-Chair.

APC shall appoint one of its elected faculty members as a cross-representative to the FDC.

The President, as Chair of GFC, may attend at his or her discretion any meeting of APC in order to present any item or to receive advice from APC.

3. Mandate of the Committee

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. (GFC 29 SEP 2003)

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:

1. Planning and Priorities

To recommend to GFC and/or the Board of Governors on planning and priorities with respect to the University's longer term academic, financial, and facilities development. (GFC 29 SEP 2003)

2. Units

a. Subject to Article 32 of the Faculty Agreement, to recommend to GFC on the establishment and termination of Faculties, Departments, Schools and divisions, and on mergers involving Faculties, Departments or Schools. (Divisions are defined as academic units with authority over student programs. They may be budgetary units and may or may not be part of an existing Department.)

With respect to any proposal to terminate, merge or reorganize a Faculty, Department or School, the Provost and Vice-President (Academic) will ensure that before a proposal is placed before APC, the Dean(s) is notified, provided with supporting documentation, and is given a reasonable amount of time to take the matter to the Faculty Council(s).

b. To recommend to the Board of Governors on the assignment of priorities for the establishment of new Faculties, Departments or Schools, and on the establishment, merger, or termination of support units, except ancillary units.

c. To receive and discuss recommendations from the President or the appropriate Vice-President concerning reviews of campus units and to take appropriate action.

3. Enrollment and Planning

a. To recommend to GFC on University-wide enrollment targets for undergraduate and graduate students.

b. To recommend to GFC on enrollment management processes, including the establishment of new quotas for individual Faculties and programs.

c. To recommend to the Board of Governors on changes to existing quotas for individual Faculties or programs.

4. Budget Matters

a. To recommend to GFC on budget principles.

b. To recommend to the Board of Governors on the annual budget, excluding budgets for ancillary units.

c. To seek the recommendation of GFC regarding any new fee that will be levied upon a substantial group of students, prior to the recommendation by APC of any such fees to the Board of Governors. (A substantial group of students is defined as any one (or all) of the following three classes of students: (a) undergraduate students, (b) doctoral level students, and/or (c) graduate students pursuing studies other than those at doctoral level.)

Note: On February 12, 1996, General Faculties Council agreed that:

- a. An information session on the proposed budget take place at GFC each year just prior to being introduced to the [APC] and Board approval process; and
- b. Information, however 'soft,' be provided to GFC at its first meeting in September. (GFC 12 FEB 1996)

5. Facilities

- a. To recommend to the Board of Governors on policy matters regarding the planning and use of physical facilities. (GFC 29 SEP 2003)
- b. To recommend to the Board of Governors on policy matters regarding the use of land owned or leased by the University. (GFC 29 SEP 2003)
- c. To recommend to the Board of Governors on policy matters regarding standards, systems and procedures for planning and designing physical facilities.
- d. To recommend to the Board of Governors on matters regarding planning and use of physical facilities where these facilities are deemed to have a significant academic and/or financial impact on the University. (The determination of what constitutes a "significant academic and/or financial impact" will be made by the Provost and Vice-President (Academic)).

6. Teaching and Learning

- a. To recommend to GFC on broad policy directions for excellence in teaching and learning in a manner that ensures accountability of all Faculties in this matter.
- b. To receive and discuss advice and/or recommendations from the GFC Committee on the Learning Environment, when provided, and to take appropriate action. (GFC 29 SEP 2003)

7. Admission, Transfer and Academic Standing

- a. To consider advice or recommendation from the GFC ASC on proposals for the establishment of or change to general University admission or transfer policies affecting students, including policies affecting Open Studies students, and to act for GFC in approving policies which in APC's view are minor or routine; and to recommend to GFC on proposals involving major change
- b. To consider advice or recommendation from the GFC ASC on proposals which involve substantial change to admission/transfer regulations or to academic standing regulations.

8. Establishment/Termination of Academic Programs

NOTE: APC deals with major program matters; minor program matters are dealt with through the GFC-mandated course/program approval process. The Provost and Vice-President (Academic) decides what is major or minor.

- a. To approve the establishment of new academic programs at the University of Alberta or those administered in cooperation with other post-secondary institutions.
- b. To recommend to GFC on the termination of academic programs at the University of Alberta or those administered in cooperation with other post-secondary institutions. (GFC 27 MAY 2002)

c. To receive advice and comment from FDC on any facilities-related matter which may affect academic programs normally before an academic program proposal is considered by APC. Facilities-related matters may include requests for additional space or major new construction projects.

d. Where additional funding and/or space is required to support the offering of a proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) the certificate required Government approval, ASC would provide a recommendation on the (proposed) initiative to APC. APC, in turn, would have the GFC delegated authority to give final approval for the proposal in those cases where Government approval of the certificate is not required; in cases where Government approval is required, APC would provide recommendation on the proposal to the Board of Governors (or delegate body). (GFC 31 MAY 2005).

9. Name Changes of Faculties, Departments, and Divisions

- a. To recommend to GFC on proposals to change the names of Faculties.
- b. To approve name changes of Departments and divisions.

10. Endowed and Funded Chairs

To establish or terminate endowed and funded chairs.

11. Centres and Institutes

All proposals for establishment of academic centres and institutes shall be submitted in accordance with University policy and procedure as set out in the University of Alberta Policies and Procedures Online (UAPPOL). (GFC 27 MAY 2002)

12. Graduate Degree Specializations

All proposals for establishment of graduate degree specializations shall be submitted to the Dean of the Faculty of Graduate Studies and Research. The Dean, after consultation, may approve proposals which do not involve base operating or capital funds; the Dean will report these approvals to APC. Proposals which constitute new programs and/or which do involve base operating or capital funds will be considered and decided upon by APC.

13. Existing Undergraduate and Graduate Academic Programs:

- Extension and/or Substantive Revision of Existing Programs**
- Revisions to or Extension of Existing Degree Designations**

All proposals for major changes to existing undergraduate and graduate programs (eg, new degree designation, new curriculum) shall be submitted to the Provost and Vice-President (Academic). (Minor program changes are circulated for challenge to interested parties as set out in Section 37 of this Manual.) In cases where it is not clear if a change is major or minor, the Vice-President (Academic) will decide.

The Provost and Vice-President (Academic), after consultation with relevant Offices, committees or advisers will place the proposal before APC. APC has the final authority to approve such proposals unless, in the opinion of the Vice-President (Academic), the proposal should be forwarded to GFC with an attendant recommendation from APC. The Provost and Vice-President (Academic) may seek the advice of FDC on space-related matters inherent to the proposal prior to its consideration by APC.

Where additional funding and/or space is required for new non-credit programs and program expansions in the Faculty of Extension, the GFC ASC will recommend to APC.

14. Diploma Programs Offered by Centre collégial de l'Alberta de l'University of Alberta

GFC delegates to APC the sole authority to consider and approve proposals from Centre collégial de l'Alberta de l'University of Alberta for the establishment of or termination of diploma programs (including all admission/transfer, academic standing/graduation, and related matters) to be offered by this unit. Where a new funding model is proposed for a new or existing diploma program, however, APC will forward the proposal (with recommendation) on to the appropriate standing committee of the Board of Governors. (GFC EXECUTIVE COMMITTEE 03 DEC 2012)

15. Other

- a. To recommend to the Board of Governors and/or GFC on any other matter deemed by APC to be within the purview of its general responsibility.
- b. To decide on any routine academic matters not already covered by GFC's delegations to the Provost and Vice-President (Academic) or its other committees.

4. Committee Procedures

See General Terms of Reference.

5. Additional Reporting Requirements

None.

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Approved November 26, 2007 (GFC)

Item No. 10

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Proposed Revisions to Terms of Reference – General Faculties Council
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Motion

<p>THAT General Faculties Council approve, as recommended by the GFC Executive Committee, the proposed changes to the General Faculties Council Terms of Reference as set forth in Attachment 1, to take effect July 1, 2019.</p>

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	General Faculties Council
Presenter	David Turpin, Chair, General Faculties Council

Details

Responsibility	General Faculties Council
The Purpose of the Proposal is (please be specific)	The proposal is before the committee to approve the revised terms of reference for General Faculties Council.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>The Report of the ad hoc Committee on Academic Governance including Delegated Authority was endorsed by GFC on April 21, 2017. Since that time, proposals related to the implementation of the recommendations including standing committee terms of reference, have been coming forward to GFC for approval.</p> <p>Since 2017, GFC members have seen many of the ad hoc recommendations reflected in GFC’s work including:</p> <ul style="list-style-type: none"> • increase in the number of GFC meetings to eight per year between September and June • early consultation on items that are in the development stage • early consultation on substantive and strategic issues of broad relevance to the community • the Chair of the Board of Governors is invited annually to speak at a GFC meeting • an annual joint meeting between the Board and GFC was established and was successfully held in 2018 and 2019 (the Senate was invited to join based on the summit topic) • annual orientation sessions occur • a comprehensive GFC and committee member guidebook is now widely available to members wanting a single reference for all the information they require to be effective in their roles <p>The Report of the ad hoc Committee on Academic Governance including Delegated Authority recommended that the composition of General Faculties Council be reviewed on or before April 2019 with the intention of decreasing its size, keeping in mind the parameters of the PSLA. As a self-governing body, GFC has added appointed members to its composition to deal with, discern, and discuss items. GFC currently has 158 members, 84 are statutory members named in the <i>Post-Secondary Learning Act</i>, the remaining 74 are appointed members added by GFC</p>

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	<p>over the years. The ad hoc report recommended a review of the composition of GFC with the intention of decreasing its size, keeping in mind the parameters of the PSLA.</p> <p>At the February 25 and March 18 meetings, GFC discussed the draft terms of reference and the composition of GFC. It was noted that the changes that have occurred over the last few years as outlined above have increased the engagement of members at GFC and that the need to reduce the size of GFC was not currently required. A few changes are proposed that will add the Principal and Dean of St Stephen's College, and elected post-doctoral fellow and MAPS representative. Overall, the size of GFC will not change.</p>
<p>Supplementary Notes and context</p>	<p>At the discussion of composition at the <u>February 25, 2019, GFC meeting</u>, there was general support for the addition of:</p> <ol style="list-style-type: none"> a. an elected member of the Post-Doctoral Fellows Association (recognizing their importance to the academic and research work of the institution, and their inclusion in the PSLA) b. the President of St Stephen's College (which would be consistent with the having the President of St Joseph's College as a current member of GFC) <p>At the discussion at the GFC Executive Committee on March 4, 2019, members emphasized the importance of having the right people at the table to discuss the items before GFC. Members also noted that other changes made including additional GFC meetings and bringing forward items for Early Consultation have contributed to increased engagement and participation of GFC members.</p>

Engagement and Routing (Include proposed plan)

<p>Consultation and Stakeholder Participation</p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • General Faculties Council • GFC Executive Committee • GFC Executive Committee Transition Committee <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Report of the ad hoc Committee on Academic Governance Including Delegated Authority (endorsed by GFC April 21, 2017) <p>Appendix 6: List of Consultations</p>
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Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>			
<p>Alignment with Institutional Risk Indicator</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success			
<p>Legislative Compliance and</p>	<p>Post-Secondary Learning Act</p>			

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jurisdiction	
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Attachments (each to be numbered 1 - <>)

1. Proposed GFC terms of reference
2. Proposed Changes to GFC composition
3. Curated list of GFC delegations

Prepared by: University Governance



1. Mandate and Role of the Committee

The University of Alberta is governed bicamerally by the Board of Governors and General Faculties Council (GFC); they share and balance power within the University and are called upon to provide both oversight and strategic vision. The proper functioning of the Board and GFC are essential to the university's institutional autonomy and the processes of collegial academic governance.

GFC is the University's senior academic governing body defined in the *Post-Secondary Learning Act (PSLA)* and is responsible for the **academic affairs** of the University, subject to the authority of the Board of Governors. The Board of Governors has primary responsibility for the business affairs of the institution.

2. Areas of Responsibility

General Faculties Council (GFC) operates by authority of the Post-Secondary Learning Act (PSLA). The PSLA allows GFC to delegate its responsibilities to GFC standing committees and other persons.

GFC has delegated authority on many matters to GFC standing committees, faculty councils, officials of the University, and other bodies (see Section 6), thus allowing it to focus on high level strategic items of academic significance which include, but are not limited to:

- high level strategic and academic stewardship policy issues or matters of significant academic consequence to the University;
- alterations to the mandate, terms of reference, composition, or structure of a Standing Committee;
- those things which a Standing Committee considers to be of major strategic significance to or long-term impact on the University;
- those matters on which, in the opinion of a Standing Committee chair, there has been a strong division of opinion within the Standing Committee; and
- issues in which there is a lack of clarity as to which Standing Committee is responsible.

3. Composition

Voting Members (159)

Statutory:

Ex-officio (27) – PSLA, Sec 23(a)

- President, Chair
- Vice-Presidents (6)
- Dean of each Faculty (18)
- Vice-Provost and Chief Librarian
- Vice-Provost and University Registrar

Statutory Student Members (3) – PSLA, Sec 23(c)

- 2 students nominated by the Students' Union
- 1 student nominated by the Graduate Students' Association

Elected members (54) – PSLA, Sec 23(b)

- full-time academic staff (A1.1 and A1.6) elected by Faculty/School Council in the numbers assigned by GFC



Appointed -- PSLA, Sec 23 (d):

Elected Students

- undergraduate students (40)
- graduate students (14)

Other appointees (21)

- Vice-Provost and Dean of Students, or delegate
- President of AASUA
- President of St. Joseph's College, or delegate
- Principal of St. Stephen's College, or delegate
- 1 representative from Chairs' Council
- Board of Governors Representatives (6)
 - 1 academic staff member, nominated to the Board by GFC
 - 1 academic staff member, nominated to the Board by AASUA
 - 2 undergraduate students, nominated to the Board by the Students' Union
 - 1 graduate student, nominated to the Board by the Graduate Students' Association
 - 1 non-academic staff, nominated to the Board by NASA
- 2 non-academic staff; elected by NASA, up to 1 may be from excluded category
- 1 APO/FSO Representative, elected by AASUA
- 2 Academic Teaching Staff (ATS), elected by AASUA
- 3 library academic staff elected by the academic staff of the University Library
- 1 Postdoctoral Fellow, elected by the Postdoctoral Fellows Association
- 1 elected Management and Professional Staff (MAPS) representative, election conducted by University Governance

Reapportionment of elected faculty and student seats takes place every three years with at least one faculty and one student per Faculty.

Each Faculty shall adopt a method of election for their respective elected faculty representatives to GFC. Academic staff members serve three year terms, elected individuals may serve more than one term. Faculties may elect members to serve one- or two-year terms in order to provide overlapping terms. Persons on leave normally do not serve.

Elected students are elected in accordance with the principles approved by GFC February 3, 1971. Student members serve a one year term, elected individuals may serve more than one term.

The President will chair GFC. In the absence of the President, GFC will be chaired by the Provost or by the Dean serving on the GFC Executive Committee.

Non-voting Members

- University Secretary
- GFC Secretary

4. Delegated Authority from the Board of Governors

Should be reviewed at least every three years and reported to GFC and the Board.

- 4.1 Physical Testing and Immunization of Students - individual Faculty regulations (sub-delegated to GFC Academic Standards Committee)



- 4.2 General Space Programs for academic units (sub-delegated to GFC Facilities Development Committee)
- 4.3 Proposals concerning the design and use of all new facilities and the repurposing of existing facilities (sub-delegated to GFC Facilities Development Committee)

5. Responsibilities Additional to Delegated Authority

- 5.1 Receive an information session on the proposed budget each year just prior to being introduced to the Board approval process, and receive information on the budget, however 'soft', at the first GFC meeting in September.

6. Delegations from General Faculties Council

Should be reviewed at least every three years and reported to GFC.

- 6.1 The PSLA allows GFC to delegate its responsibilities to GFC standing committees and other persons. Specific delegations from GFC are outlined in the following:

[GFC Delegations](#)

7. Limitations to Authority

GFC is subject to the authority of the Board of Governors

8. Reporting

GFC reports regularly to the Board of Governors with respect to its activities and decisions through the GFC nominee to the Board of Governors.

9. Definitions

Reapportionment - The process by which the number of members that may be elected by each Faculty is determined. This number elected faculty members shall be proportional to the number of faculty members in each Faculty. The number of elected undergraduate student members shall be proportional to the number of undergraduate students in each Faculty. It is, in effect, a "representation-by-population" system. Reapportionment occurs every three years.

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

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

AASUA – [Association of Academic Staff University of Alberta](#)

NASA – [Non-Academic Staff Association](#)

10. Links

[Procedure for Reapportionment](#)



[GFC Apportionment Table](#)

[Post-Secondary Learning Act \(2003\)](#)

Approved:

Attachment 2: Proposed GFC Composition

	CURRENT	PROPOSED
STATUTORY (EX-OFFICIO) Post-Secondary Learning Act (PSLA) Section 23 (a)	President and Chair	No change
	Provost and Vice-President (Academic)	
	Deans	
	Vice-Presidents	
	Vice-Provost and University Registrar (Interim)	
	Vice-Provost (Learning Services) and Chief Librarian	
STATUTORY FACULTY MEMBERS (Elected by Each Faculty/School) PSLA Section 23 (b) in accordance to Section 24	54 faculty members elected by Faculty Councils	No change
STATUTORY STUDENTS - PSLA Section 23 (c) (i)	Two Students Nominated by SU	No change
	One Student Nominated by GSA	
APPOINTED MEMBERS PSLA Section 23 (d) in accordance to Section 25	40 Elected Undergraduate Student Members	No change
	14 Elected Graduate Student Members	No change
	Board of Governors Representatives: - GFC appointee - President GSA - President SU - Elected Undergraduate Student - AASUA appointee - NASA appointee	No change
	Non-Academic Staff Representative	
	2 Non-Academic Staff Representatives (up to one may be from excluded category) (Nominated by NASA)	
	3 University Library Academic Staff Representatives	No change
	APO Representative (Nominated by AASUA)	APO/FSO Representative (Nominated by AASUA)
	FSO Representative (Nominated by AASUA)	
		Elected MAPS Representative*
	2 Academic Teaching Staff (ATS) (Nominated by AASUA)	No change
	Vice-Provost and Dean of Students	No change
	AASUA President	No change
	President, St. Joseph's College (or delegate)	No change
		Principal, St Stephen's College (or delegate)
	Chairs' Council Representative	
	Elected Post-doctoral Fellow	

* Election of MAPS representative conducted by University Governance

Delegating Entity	Receiving Entity	Sub-Delegation	Heading	Authority	Effective Date	Source I	Effective Date	Source II	Limitations
GFC	APC		Academic Programs	Approve establishment of Academic Programs		GFC APC ToR			Recommend to the Board of Governors on program proposals with a new credential. Report annually to GFC on programs approved
GFC	APC		Academic Programs	Approve termination of Academic Programs		GFC APC ToR			
GFC	APC	Dean FGSR	Academic Programs	Approve establishment, suspension and termination of graduate degree second level specializations		GFC APC ToR			Proposals which involve base operating or capital funds will be considered by APC
GFC	APC		Academic Programs	Approve extension and/or substantive revision of Existing Programs		GFC APC ToR			
GFC	APC		Academic Programs	Approve Certificates from all Faculties, and new non-credit programs and program expansions in the Faculty of Extension, as recommended by ASC, where additional funding and/or space is required	5/31/2005 (GFC)	GFC APC ToR			
GFC	APC		Academic Programs	Approve the establishment, extension and/or substantive revision of existing programs and termination of programs from Centre collegial de l'Alberta (including all admission/transfer, academic standing/graduation and related matters)	12/3/2012 (EXEC)	GFC APC ToR			
GFC	APC		Budget	Recommend to the Board of Governors on the academic and research implications of the annual budget		GFC APC ToR			Excluding budgets for ancillary units
GFC	APC		General Authority	Approve name changes to Departments and Divisions		GFC APC ToR			
GFC	APC		Research	Approve the establishment or termination of endowed and funded chairs		GFC APC ToR			
GFC	APC		Research	Approve the establishment of academic centres and institutes		GFC APC ToR	5-Dec-12	Academic Centres and Institutes Establishment Procedure (Centres and Institutes Policy) (UAPPOL)	When the University of Alberta forms a partnership with another entity in creating an academic centre or institute, full approval processes must be followed with all partner entities prior to operation

Delegating Entity	Receiving Entity	Sub-Delegation	Heading	Authority	Effective Date	Source I	Effective Date	Source II	Limitations
GFC	APC		Research	Receive notification of the suspension or termination of academic centres and institutes from the Provost and Vice-President (Academic)		GFC APC ToR	9-Dec-11	Academic Centres and Institutes Termination Procedure (Centres and Institutes Policy) (UAPPOL)	Must be reported to GFC
GFC	ASC		Academic Procedures and Regulations	Approve routine and/or editorial changes to admission/tranfer and academic standing regulations	11/18/1996 (EXEC)	GFC ASC ToR			Substantial changes and those with institutional scope are recommended to GFC. The Provost and Vice President (Academic) determines if an item is substantial
GFC	ASC		Academic Procedures and Regulations	Approve changes to International Baccalaureate (IB) and Advanced Placement (AP) regulations	11/18/1996 (EXEC)	GFC ASC ToR			
GFC	ASC		Academic Procedures and Regulations	Approve (for inclusion in the Alberta Transfer Guide) and deny courses for transfer credit to the University of Alberta which are offered by Alberta Council on Admissions and Transfer (ACAT) member institutions and institutions within the Alberta Postsecondary SixSector Model with specific exceptions outlined in the Transfer Credit Articulation Procedure		GFC ASC ToR	17-Aug-09	Transfer Credit Articulation Procedure (Admissions Policy) (UAPPOL)	
GFC	ASC		Academic Procedures and Regulations	Monitor, and rescind if necessary, entries in the Alberta Transfer Guide relevant to the University of Alberta		GFC ASC ToR	18-Aug-09	Transfer Credit Articulation Procedure (Admissions Policy) (UAPPOL)	
GFC	ASC		Academic Procedures and Regulations	Approve individual Faculty regulations concerning physical testing and immunization of students	9/29/2003 (GFC)	GFC ASC ToR			The Committee should report on approved changes to individual Faculty regulations concerning physical testing and immunization of students to EXEC for information
GFC	ASC		Academic Procedures and Regulations	Approve the establishment and termination of credit and non-credit certificates	1/12/2009 (EXEC)	GFC ASC ToR			Where additional funding and/or space is required to support the offering of the proposed certificate ASC would provide a recommendation on the proposal to APC. The Committee should report annually to APC on new and terminated certificates
GFC	ASC		Academic Procedures and Regulations	Decide on any challenge made to an Extension non-credit course which the Provost and Vice-President (Academic) has been unable to resolve	9/29/2003 (GFC)	GFC ASC ToR			

Delegating Entity	Receiving Entity	Sub-Delegation	Heading	Authority	Effective Date	Source I	Effective Date	Source II	Limitations
GFC	ASC		Academic Programs	Approve new non-credit programs and program expansions in the Faculty of Extension	9/29/2003 (GFC)	GFC ASC ToR			Where additional funding and/or space is required, ASC would provide a recommendation on the proposed program to APC
GFC	Dean		Academic Appointments	Appointment of Acting or Interim Chair	11-Dec-09	Acting and Interim Senior Administration Appointment Procedure (Recruitment Policy) (UAPPOL)			The Dean will advise the Provost and Vice-President (Academic) of the decision
Board/GFC	EXEC		Academic Appointments	Approve routine editorial changes to the Department Chairs Review Procedure. These authorities over procedures are related to the appointment of academic staff and embrace senior administrators including Department Chairs.	11-Dec-09	Department Chair Review Procedure (Recruitment Policy) (UAPPOL)			EXEC will recommend to the Board Human Resources and Compensation Committee (BHRCC) on substantive changes. The Provost and Vice-President (Academic) will determine what is of a routine/editorial or substantive nature.
Board/GFC	EXEC		Academic Appointments	Approve routine editorial changes to the Department Chairs Selections Procedure. These authorities over procedures are related to the appointment of academic staff and embrace senior administrators including Department Chairs.	6-Feb-12	Department Chairs Selection Procedure (Recruitment Policy) (UAPPOL)			EXEC will recommend to the Board Human Resources and Compensation Committee (BHRCC) on substantive changes. The Provost and Vice-President (Academic) will determine what is of a routine/editorial or substantive nature.
Board/GFC	EXEC		Academic Appointments	Approve routine editorial changes to the Faculty Deans Review Procedure. These authorities over procedures are related to the appointment of academic staff and embrace the renewal and termination of appointments of senior administrators including Deans.	26-Apr-12	Faculty Deans Review Procedure (Recruitment Policy) (UAPPOL)			EXEC will recommend to the Board Human Resources and Compensation Committee (BHRCC) on substantive changes. The Provost and Vice-President (Academic) will determine what is of a routine/editorial or substantive nature.
Board/GFC	EXEC		Academic Appointments	Approve routine editorial changes to the Faculty Deans Selection Procedure. These authorities over procedures are related to the appointment of academic staff and embrace senior administrators including Deans.	3-May-11	Faculty Deans Selection Procedure (Recruitment Policy) (UAPPOL)			EXEC will recommend to the Board Human Resources and Compensation Committee (BHRCC) on substantive changes. The Provost and Vice-President (Academic) will determine what is of a routine/editorial or substantive nature.
GFC	EXEC		Academic Procedures and Regulations	Approve the Academic Schedule	9/20/1982 (GFC)	GFC EXEC ToR	17-Aug-09	Academic Schedule Policy (UAPPOL)	
GFC	EXEC	Registrar	Academic Procedures and Regulations	Technical matters relating to the publication of the University Calendar	5/31/1976 (GFC)	GFC EXEC ToR	17-Aug-09	Academic Schedule Policy (UAPPOL)	

Delegating Entity	Receiving Entity	Sub-Delegation	Heading	Authority	Effective Date	Source I	Effective Date	Source II	Limitations
GFC	EXEC	Faculty Councils	Academic Procedures and Regulations	Make special arrangements to depart from the official Final Examination Schedule	2/15/1967 (EXEC)	GFC EXEC ToR			subject to challenge by GFC
GFC	EXEC		Academic Procedures and Regulations	Provide for the preparation and publication fo the University Calendar		GFC EXEC ToR			
GFC	EXEC		Academic Procedures and Regulations	Make final decisions on course challenges that cannot be resolved through other means	6/17/1996 (GFC)	GFC EXEC ToR			
GFC	EXEC		Academic Procedures and Regulations	Approve changes to wording on Parchments		GFC EXEC ToR			
GFC	EXEC		Academic Procedures and Regulations	Approve proposals for consolidated exams	10/27/1980 (GFC)	GFC EXEC ToR	28-May-12	Consolidated Final Exam Procedure (Assessment and Grading Policy) (UAPPOL)	
GFC	EXEC		Academic Procedures and Regulations	Approve proposed new course designators and re-numbering of courses at the same level		GFC EXEC ToR			
GFC	EXEC		Faculty Councils	Exercise supervision of control functions regarding Faculty Councils (section 29 and 30 of PSLA)	12/2/1966 (GFC)	GFC EXEC ToR			Recommend to GFC when appropriate
GFC	EXEC		Faculty Councils	Approve composition of Faculty Councils	11/25/1968 (GFC)	GFC EXEC ToR			
GFC	EXEC		Faculty Councils	Approve quorum provisions of Faculty Councils	9/9/2002 (EXEC)	GFC EXEC ToR			
GFC	EXEC		General Authority	Act on behalf of General Faculties Council on matters that must be decided before the next regularly scheduled GFC meeting and where it is not feasible to call a special meeting of GFC		GFC EXEC ToR			EXEC must report on any decisions made on behalf of GFC at the next GFC meeting.
GFC	EXEC		General Authority	Prepare the agenda for all regular and special meetings of General Faculties Council		GFC EXEC ToR			Reports and recommendations from the GFC Academic Planning Committee (APC) submitted for placement on the GFC agenda are not debated. In ordering the GFC agenda, the committee will be mindful of student membership terms when considering matters of particular concern to students.

Delegating Entity	Receiving Entity	Sub-Delegation	Heading	Authority	Effective Date	Source I	Effective Date	Source II	Limitations
GFC	EXEC		Governance Procedural Oversight	Recommend to GFC regarding terms of reference, composition, and procedures for GFC and its standing committees		GFC EXEC ToR			
GFC	EXEC		Governance Procedural Oversight	Ensure delegations from GFC are reviewed at least every 3 years		GFC EXEC ToR			
GFC	EXEC		Student Judiciary	Consider changes to Code of Student Behaviour, Code of Applicant Behaviour, Practicum Intervention Policy for approval or placement on GFC agenda		GFC EXEC ToR			
GFC	EXEC		Student Judiciary	Receive and discuss annual reports on student conduct, discipline cases, and appeals, and place on the GFC agenda for information		GFC EXEC ToR			
GFC	EXEC		Student Judiciary	Take whatever special measures are necessary to ensure timely and fully-constituted hearing by the University Appeal Board (UAB), Academic Appeals Committee (AAC), and Practice Review Board (PRB)	6/21/1999 (GFC)	GFC EXEC ToR			
Board/GFC	Faculty Council		Academic Appointments	Changes to the composition of the review committee reviewing a Dean	26-Apr-12	Faculty Deans Review Procedure (Recruitment Policy) (UAPPOL)			Recommended by Faculty/Provost
GFC	Faculty Council		Academic Procedures and Regulations	Granting of posthumous degrees	5-Nov-07	Degrees Policy (UAPPOL)			Each case will be examined on its own merits
GFC	Faculty Council		Academic Procedures and Regulations	Granting of degrees/Approve official list of graduating students	5-Nov-07	Degrees Policy (UAPPOL)			A student graduating from a combined degrees program must have both Faculties grant the degrees, and will receive two separate parchments, two separate degree annotations on transcripts, and can attend two convocation ceremonies
GFC	Faculty Council		Academic Procedures and Regulations	Establish regulations for one-time class cancellations	17-Aug-09	Academic Schedule Policy (UAPPOL)			For courses offered by that Faculty
GFC	Faculty Council/ Department Council		Academic Procedures and Regulations	Develop and provide guidelines to instructors setting out a reasonable distribution of grades in the Faculty or department	28-May-12	Assessment and Grading Policy (UAPPOL)			Guidelines must be brought to GFC ASC for information and communicated to students through the University Calendar

Delegating Entity	Receiving Entity	Sub-Delegation	Heading	Authority	Effective Date	Source I	Effective Date	Source II	Limitations
GFC	Faculty Councils		Academic Procedures and Regulations	Approve the withholding of evaluative course material	28-May-12	Access to Evaluative Course Material Procedure (Assessment and Grading Policy) (UAPPOL)			The Faculty must have a policy that ensures the evaluative material to be exempted is neither permitted to leave the classroom nor made available to students in any manner outside the classroom. Faculty Councils shall refer these exemptions to the Students' Union for information.
Board/GFC	FDC		Facilities	Approve proposed General Space Programs for academic units		GFC FDC ToFR			A general space program describes the current state of an academic, research and/or administrative unit's activities in terms of their space needs, including student, staffing and support requirements. A space program includes a space budget that outlines how much space the unit has currently, how much it will require in the near future, and also predicts what amount of space may be required over a long-term planning period.
Board/GFC	FDC		Facilities	Approve proposals concerning the design and use of all new facilities and the repurposing of existing facilities and to routinely report these decisions for information to the Board of Governors.		GFC FDC ToFR			University Facilities are defined as all lands, buildings, and space owned, operated, or leased by or from the University of Alberta.
GFC	FGSR Council	Graduate Scholarship Committee	Student Awards and Bursaries	Responsibility regarding the making of rules and regulations respecting academic awards for graduate students registered in FGSR	2-Dec-66	GFC Minutes	7-Feb-11	Awards and Bursaries for Students Policy (UAPPOL)	
GFC	GFC Secretary		Governance Procedural Oversight	Reapportionment of GFC. Determine and assign to each Faculty and School the number of members that may be elected by that Faculty or School		GFC ToFR (draft)			The total number of elected members on GFC will be twice the number of persons who are members of GFC by virtue of their office. The number of members that may be elected by that Faculty or School, which so far as is reasonably possible shall be in the same proportion to the total number of elected members as the number of full time members of the academic staff of the Faculty or School is to the total number of full time members of the academic staff of all Faculties and Schools.

Delegating Entity	Receiving Entity	Sub-Delegation	Heading	Authority	Effective Date	Source I	Effective Date	Source II	Limitations
Board	Instructors, Departments, or Faculties		Tuition and Fees	Authority to charge students non-mandatory supplementary incidental fees and equipment breakage fees.	23-Jun-06	Student Instructional Support Fees Policy (UAPPOL)			Mandatory instructional support fees which are a condition of registration require approval of Board of Directors. Likewise, alterations to the descriptions or increases of such fees will not be made until approval of the Board is received.
GFC	NC		Governance Procedural Oversight	Discretionary power to nominate for terms of less than three years, should such be needed, to provide an overlap of experience in committees of GFC. This discretionary power may be exercised at the request of the committee involved. Terms of one or two years will be submitted by the Nominating Committee in the same manner as for three-year terms.		GFC NC ToFR			The committee provides a report of its recommendations to GFC who will then have the opportunity to add further eligible nominees. If further eligible nominations are received, an election may be held according to the Nominating Committee procedures which can be found at: governance.ualberta.ca ; otherwise, the report of the committee is considered approved and the nominees elected.
GFC	NC		Governance Procedural Oversight	Appoint the Chair and Vice-Chair of the GFC Student Conduct Policy Committee (SCPC)		GFC NC ToFR			
Board/GFC	President		Academic Appointments	Name up to two additional members to the selection committee reviewing a Dean to ensure broad representation.	26-Apr-12	Faculty Deans Review Procedure (Recruitment Policy) (UAPPOL)			The President shall consult with the Chair or the Vice-Chair of the GFC Nominating Committee.
Board/GFC	President		Academic Appointments	Accept or reject Review Committee's recommendation for Dean	26-Apr-12	Faculty Deans Review Procedure (Recruitment Policy) (UAPPOL)			
Board/GFC	President		Academic Appointments	Selection of Faculty Dean	3-May-11	Faculty Deans Selection Procedure (Recruitment Policy) (UAPPOL)			Based on the recommendation of the selection committee.
Board/GFC	President		Academic Appointments	Accept or reject Review Committee's recommendation for Dean	3-May-11	Faculty Deans Selection Procedure (Recruitment Policy) (UAPPOL)			In Faculty of Engineering, selection committee recommendation must be approved by majority vote by full-time academic staff of the Faculty

Delegating Entity	Receiving Entity	Sub-Delegation	Heading	Authority	Effective Date	Source I	Effective Date	Source II	Limitations
Board/GFC	President		Academic Appointments	Exception to the two-term limit for Dean, allowing for third term	3-May-11	Faculty Deans Selection Procedure (Recruitment Policy) (UAPPOL)			In instances where the President decides that a third term may be sought, review procedures will be employed. Under no circumstances will a Dean serve more than three terms.
Board	President		Academic Appointments	Choose VP from nominees provided by Advisory Search Committee	11-Dec-09	Vice-Presidential Search Procedure (Recruitment Policy)			If none of the names is acceptable to the President, the President will return the matter to the Advisory Search Committee. The name of the nominee will be transmitted to the Board Chair by the President. The Board has the authority to accept or reject the recommended nominee. If the Board rejects the nominee the matter is returned to the President.
Board	President		Academic Appointments	Compensation and benefits with respect to the appointment of a Vice-President	11-Dec-09	Vice-Presidential Search Procedure (Recruitment Policy)			In consultation with the Board Chair and Chair of the Board Human Resources and Compensation Committee (BHRCC). The Board Chair, the Chair of BHRCC and the President will then determine whether the nominee's compensation and benefits expectations fall within the Board guidelines.
Board	President		Academic Appointments	Compensation and benefits with respect to the renewal of an additional term of a Vice-President	11-Dec-09	Vice-Presidential Review Procedure (Recruitment Policy)			In consultation with the Board Chair and Chair of the Board Human Resources and Compensation Committee (BHRCC). The Board Chair, the Chair of BHRCC and the President will then determine whether the nominee's compensation and benefits expectations fall within the Board guidelines.
Board/GFC	President		Academic Appointments	Determine whether a Dean's review during the term is by committee or alternate process	26-Apr-12	Faculty Deans Review Procedure (Recruitment Policy) (UAPPOL)			
GFC	President	Standing Committee on Convocation	Academic Procedures and Regulations	Provide for the conferral of degrees	5-Nov-07	Degrees Policy (UAPPOL) and Convocation Procedure (UAPPOL)			The President will oversee all matters pertaining to convocation ceremonies in accordance with established practice. The Standing Committee on Convocation reports annually to the President

Delegating Entity	Receiving Entity	Sub-Delegation	Heading	Authority	Effective Date	Source I	Effective Date	Source II	Limitations
Board	President/ Vice- President/ Dean		Academic Appointment s	Provide an academic staff member with either a Housing Loan or a Housing Allowance	22-Dec-08	Housing Support Procedure (Recruitment Policy) (UAPPOL)			
GFC	Provost and Vice- President (Academic)		Academic Appointment s	Name one additional full-time faculty member to the review committee of Department Chair review to ensure broad representation across the Faculty	11-Dec-09	Department Chair Review Procedure (Recruitment Policy) (UAPPOL)			The Provost shall consult with the Chair or the Vice-Chair of the GFC Nominating Committee
Board/GFC	Provost and Vice- President (Academic)		Academic Appointment s	Establish guidelines for selection committee for selection of Dean	3-May-11	Faculty Deans Selection Procedure (Recruitment Policy) (UAPPOL)			
Board/GFC	Provost and Vice- President (Academic)		Academic Appointment s	Exception to the two-term limit for Dean, allowing for third term	3-May-11	Faculty Deans Selection Procedure (Recruitment Policy) (UAPPOL)			
GFC	Provost and Vice- President (Academic)		Academic Appointment s	Exceptions to Department Chairs Selection Procedure	6-Feb-12	Department Chairs Selection Procedure (Recruitment Policy) (UAPPOL)			May consult with the GFC Executive Committee
GFC	Provost and Vice- President (Academic)		Academic Appointment s	Designate the member of the panel for a particular Selection Committee	6-Feb-12	Department Chairs Selection Procedure (Recruitment Policy) (UAPPOL)			After consultation with the Chair of the GFC Nominating Committee
GFC	Provost and Vice- President (Academic)		Academic Appointment s	Establish a revised composition of the committee	6-Feb-12	Department Chairs Selection Procedure (Recruitment Policy) (UAPPOL)			Where majority of statutory members of a selection committee or the Dean is of the opinion that divisions within the Department are such that the normal composition of the committee is inappropriate. Must establish a revised composition of the committee, bearing in mind the principles underlying the normal composition

Delegating Entity	Receiving Entity	Sub-Delegation	Heading	Authority	Effective Date	Source I	Effective Date	Source II	Limitations
GFC	Provost and Vice-President (Academic)		Academic Procedures and Regulations	Approve new non-credit courses or major changes in the content or delivery of existing non-credit courses in the Faculty of Extension and receive and resolve challenges concerning these courses	9/29/2003 (GFC)	GFC ASC ToR			Unresolved challenges will be decided by GFC ASC
GFC	Provost and Vice-President (Academic)		Academic Procedures and Regulations	Approve Student Activity Days	17-Aug-09	Academic Schedule Policy (UAPPOL)			Student Groups and Associations may not schedule Student Activity Days that overlap with the normal delivery of classes without sufficient consultation and approval. Student Activity Days will not normally result in cancellation of classes. Stude
GFC	Provost and Vice-President (Academic)		Academic Procedures and Regulations	Authority to increase or reduce the minimum high school entrance average in individual undergraduate Faculties	17-Aug-09	Admissions Policy (UAPPOL)			As resources, academic standards and capacity allow within the limits of Faculty enrolment targets or program quotas
GFC	Provost and Vice-President (Academic)		Research	Suspension or termination of the operation or any academic centre or institute	9-Dec-11	Academic Centres and Institutes Termination Procedure (Centres and Institutes Policy) (UAPPOL)			Must be in consultation with the relevant Dean(s) and must be reported to APC
GFC	Provost and Vice-President (Academic)		Academic Appointments	Appointment of Acting or Interim Dean	11-Dec-09	Acting and Interim Senior Administration Appointment Procedure (Recruitment Policy) (UAPPOL)			
GFC	Registrar		Academic Procedures and Regulations	Final wording and format of the degree entry on the parchment	5-Nov-07	Parchment Procedure (Degrees Policy) (UAPPOL)			The Registrar will act on the recommendations of the Faculty Council concerned and will amend degree entries only within the regulations. Substantive changes will be forwarded to the Executive Committee
Board/GFC	Registrar		General Authority	Custody and Control of the University Academic Seal	21-Dec-17	University Operational and Academic Seal Procedure (University Visual Identity Policy) (UAPPOL)			The University Seals may only be used in compliance with approved policy and procedure

Delegating Entity	Receiving Entity	Sub-Delegation	Heading	Authority	Effective Date	Source I	Effective Date	Source II	Limitations
GFC	SCPC		Student Judiciary	Approve editorial amendments to the Code of Student Behaviour	5/2/2005 (EXEC)	GFC SCPC ToFR			Substantive Amendments, as determined by SCPC, are forwarded to GFC for recommendation to the Board. All amendments to section 30.6: Procedures for Appeal of Decisions to the University Appeal Board (UAB) are forwarded to GFC for recommendation to the Board
GFC	SCPC		Student Judiciary	Approve editorial amendments to the Code of Applicant Behaviour	5/2/2005 (EXEC)	GFC SCPC ToFR			Substantive Amendments, as determined by SCPC, are forwarded to GFC for recommendation to the Board. All amendments to section 11.8.9: Appeals Against Decisions of the Registrar are forwarded to GFC for recommendation to the Board
GFC	SCPC		Student Judiciary	Approve editorial amendments to the Practicum Intervention Policy	5/2/2005 (EXEC)	GFC SCPC ToFR			Substantive Amendments, as determined by SCPC, are forwarded to GFC for recommendation to the Board. All amendments to sections 87.5: Appeals to the GFC Practice Review Board (PRB), 87.6: GFC PRB Terms of Reference, Powers and Jurisdiction, 87.7: Composition of the GFC PRB, 87.8: Procedures Prior to GFC PRB Hearings, 87.9: Procedures at the GFC PRB Hearing, 87.10: Confidentiality of Hearing and Material) are forwarded to GFC for recommendation to the Board
GFC	UASC		Student Awards and Bursaries	Approve new awards and bursaries for students other than graduate students registered in FGSR		GFC UASC ToFR			The Committee may be called upon to consider awards to which both undergraduate and graduate students are eligible; however, GFC has delegated the authority to approve awards and bursaries for graduate students registered in FGSR to FGSR.
GFC	UASC		Student Awards and Bursaries	Approve proposed changes to any award or bursary already previously approved by GFC UASC		GFC UASC ToFR			The Committee may be called upon to consider awards to which both undergraduate and graduate students are eligible; however, GFC has delegated the authority to approve awards and bursaries for graduate students registered in FGSR to FGSR.
GFC	UASC		Student Awards and Bursaries	Approve the minimum value of a major award for undergraduate students, and to review that value regularly		GFC UASC ToFR			The Committee may be called upon to consider awards to which both undergraduate and graduate students are eligible; however, GFC has delegated the authority to approve awards and bursaries for graduate students registered in FGSR to FGSR.

Delegating Entity	Receiving Entity	Sub-Delegation	Heading	Authority	Effective Date	Source I	Effective Date	Source II	Limitations
GFC	UASC		Student Awards and Bursaries	Approve the minimum value of an undergraduate award administered by the Student Financial Support Office, and to review that value regularly	5/5/2008 (EXEC)	GFC UASC ToFR			The Committee may be called upon to consider awards to which both undergraduate and graduate students are eligible; however, GFC has delegated the authority to approve awards and bursaries for graduate students registered in FGSR to FGSR.
Board	University Secretary		Academic Appointments	Responsibility for drawing together the Presidential review committee and for ensuring that the committee positions are properly replenished	11-Dec-09	Presidential Review Procedure (Recruitment Policy) (UAPPOL)			
Board	University Secretary		Academic Appointments	Responsibility for drawing together the Presidential search committee and for ensuring that the committee positions are properly replenished	11-Dec-09	Presidential Search Procedure (Recruitment Policy) (UAPPOL)			
Board	University Secretary		General Authority	Custody and Control of the University Operational Seal	21-Dec-17	University Operational and Academic Seal Procedure (University Visual Identity Policy) (UAPPOL)			The University Seals may only be used in compliance with approved policy and procedure
GFC	UTAC		Teaching Awards	Determine winners of these awards according to approved criteria: the William Hardy Alexander Award for Excellence in Undergraduate Teaching, the Rutherford Award for Excellence in Undergraduate Teaching, the Provost's Award for Early Achievement of Excellence in Undergraduate Teaching, the Teaching Unit Award, the Award for Excellence in Graduate Teaching	5/3/2004 (EXEC)	GFC UTAC ToFR			The committee will use criteria outlined in UAPPOL policies and procedures and conduct activities in accordance with UTAC adjudication guidelines

Item No. 11.1

Question from GFC Elected Faculty Member Dilini Vethanayagam

Full Professors at the U of A do not have a maximum income limit.

From an institutional perspective, the absence of an upper limit can potentially impact the ability of the U of A attracting and hiring new professors - including younger Assistant Professors.

Propose that GFC recommend that the Board of Governors consider this issue, and set maximum salary limits (pensionable income does not change after \$160K).

Response from President and Vice-Chancellor

Faculty salary scales at the U of A are determined through collective bargaining between the Board of Governors and the AASUA. Members of AASUA who have specific ideas pertaining to the development of future bargaining mandates are encouraged to share these ideas with the AASUA. The question presented, although focused on faculty salaries, seems to relate more to the broader area of academic renewal. The mandate of GFC is most consistent with broad ranging discussion on the role of academic renewal in enhancing the quality of research and teaching at the University. Members of GFC are welcome to bring forward such issues for discussion.

General Faculties Council Standing Committee Report

GFC Executive Committee

1. Since last reporting to GFC, the Executive Committee met on April 15, 2019.

2. Items Approved With Delegated Authority
 - Approved on Behalf of GFC - Proposed Changes to the Collective Agreement: appointment, promotion and dismissal procedures
 - Proposed New Course Designators of GENEQ (Génétique) and ZOOLE (Zoologie), Faculté Saint-Jean
 - Proposed New Course Designator of MAFSJ (Master of Arts Faculté Saint-Jean), Faculté Saint-Jean
 - Proposed New Course Designator of CEDUL (Certificat Éducation Leadership) for the Graduate Certificate in School Leadership and Administration/Certificat d'études supérieures en administration et leadership scolaire, Faculté Saint-Jean
 - Agenda for April 29, 2019, GFC meeting

3. Items Recommended to GFC:
 - Workplace Impairment Policy and Procedures
 - Proposed Revisions to Standing Committee Terms of Reference - GFC Academic Planning Committee
 - Proposed Revisions to Terms of Reference - General Faculties Council

4. Items Discussed
 - Early Consultation - PhD Minimum Funding Proposal
 - Early Consultation - Integrated Asset Management Guiding Principles
 - [Report of the GFC Executive Transition Committee](#)
 - Academic Governance Decision Making during a Disruption

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

https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC_EXEC

Submitted by:

David Turpin, Chair

GFC Executive Committee

General Faculties Council Standing Committee Report

GFC Academic Planning Committee

1. Since last reporting to GFC, the Academic Planning Committee met on March 13, March 27, and April 17, 2019.
2. Items Approved with Delegated Authority from GFC

March 13, 2019

- Recommended for GFC approval - Enrolment Management Policy and Procedure

March 27, 2019

- Recommended for GFC approval - Proposed Revisions to Standing Committee Terms of Reference - GFC Academic Planning Committee (APC) including a name change to GFC Academic and Research Planning Committee
- Approved - Proposal for substantive revisions to the curriculum of the Master of Library and Information Studies (MLIS) thesis-based program in the School of Library and Information Studies (SLIS), Faculty of Graduate Studies & Research

April 17, 2019

- Recommended for approval by Board Learning and Discovery Committee - Proposal from the Faculty of Graduate Studies & Research for a Graduate Certificate in School Leadership and Administration (Certificat d'études supérieures en administration et leadership scolaire), Faculté St Jean
- Recommended for approval by Board Learning and Discovery Committee - Proposal from the Faculty of Graduate Studies & Research for a Graduate Certificate in School Leadership, Faculty of Education

3. Items Discussed

March 13, 2019

- Integrated Asset Management Strategy - Guiding Principles
- Campus Alberta Quality Council (CAQC) Quality Assurance (QA) Audit: Report and Institutional Response
- Proposed Revisions to Standing Committee Terms of Reference - GFC Academic Planning Committee (APC) including a name change to GFC Academic and Research Planning Committee
- Report from APC cross-representative on Facilities Development Committee (FDC)

March 27, 2019

- Report from APC cross-representative on Facilities Development Committee (FDC)

April 17, 2019

- Early consultation - PhD Minimum Funding Proposal
- Graduate Student Enrolment Report
- Centres and Institutes Committee (CIC) Annual Report 2017-2018

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

https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC_APC

Submitted by:

Steven Dew, Chair

GFC Academic Planning Committee

General Faculties Council Standing Committee Report

GFC Academic Standards Committee

1. Since last reporting to GFC, the Academic Standards Committee met on March 21, and April 18, 2019.
2. Items Approved with Delegated Authority from GFC

March 21:

- Approved Transfer Credit for March 2019, Office of the Registrar
- Recommended to APC Proposed Graduate Certificate in School Leadership and Administration (Certificat d'études supérieures en administration et leadership scolaire), Faculty of Graduate Studies & Research, and Faculté Saint-Jean
- Recommended to APC Proposed Graduate Certificate in School Leadership, Faculty of Graduate Studies & Research, and Faculty of Education

April 18:

- Approved Transfer Credit for April 2019, Office of the Registrar
- Approved Proposed Non Credit Certificate in Artificial Intelligence Engineering, Faculty of Engineering
- Recommended to APC Proposed Name Change to Graduate Embedded Certificates for: Community Based Research and Evaluation, School Administration Leadership, Data Science, Teaching and Learning in Nursing Education, and Communicable Diseases, Faculty of Graduate Studies and Research
- Recommended to GFC Proposed Increases to Minimum English Language Proficiency Entrance Requirements for Graduate Program, Faculty of Graduate Studies and Research
- Approved Proposed Changes to English Language Proficiency Entrance Requirements for Graduate Programs in Educational Policy Studies, Faculty of Education, and Faculty of Graduate Studies and Research

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

https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC_ASC

Submitted by:
Tammy Hopper
Chair, GFC Academic Standards Committee

General Faculties Council Standing Committee Report

GFC University Teaching Awards Committee

1. In 2018/19, the University Teaching Awards Committee met on October 4, November 1, 2018, February 28 and April 9, 2019. Our final meeting of the academic year will be on April 30, 2019.
2. Items Approved Under Delegated Authority – On October 4, 2018, the committee recommended changes to the Awards for Teaching Excellence Procedures (UAPPOL) to the Provost and VP (Academic).
3. On November 1, 2018, the committee approved and recommended that GFC approve the proposed changes to the GFC University Teaching Awards Committee Terms of Reference, to take effect May 1, 2019. The committee also revised and approved an internal guiding document – GFC UTAC Adjudication Guidelines.
4. Items Approved Under Delegated Authority – The committee adjudicated the following awards on April 9, 2019.

2019 Rutherford Award for Excellence in Undergraduate Teaching:

Greg Anderson, Faculty of Arts
Judy Davidson, Faculty of Kinesiology, Sport, and Recreation
Michael Dyck, Faculty of Agricultural, Life and Environmental Sciences
Neil Haave, Augustana Faculty
David Kennedy, Faculty of Arts

2019 William Hardy Alexander Award for Excellence in Undergraduate Teaching:

Alexander Gainer, Faculty of Arts
Rachel Prusko, Faculty of Arts

2019 Provost's Award for Early Achievement of Excellence in Undergraduate Teaching:

Hao Liang, Faculty of Engineering
Anna Lund, Faculty of Law

2019 Teaching Unit Award:

U of A Range Team Instructors: Barry Irving, Edward Bork, Lisa Raatz, Cameron Carlyle
Faculty of Agricultural, Life and Environmental Sciences

2019 Award for Excellence in Graduate Teaching:

Alexandra Fidyk, Faculty of Education
Diane Kunyk, Faculty of Nursing

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

https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC_UTAC

Submitted by:
Pierre Lemelin, Chair
GFC University Teaching Awards Committee

I am pleased to report on the following highlights of the Board of Governors' Open Session meeting held on March 15, 2019:

REPORT OF THE PRESIDENT

The Board Chair drew board members' attention to the University of Alberta's *Equity, Diversity, and Inclusivity (EDI) Strategic Plan* and asked Board Member Kirk MacLeod and Chancellor Douglas Stollery to speak about the positive impact of such a policy to them. The President acknowledged Deputy Provost Wendy Rodgers and everyone involved in drafting it, noting that the University is committed to animating it.

The President provided a written report on his activities since December 14, 2018, 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: Peter Lougheed Leadership College activities over the past year, including the appointment of Lois Harder as Principal and recently approved recommendations to integrate the college into the academic community by providing more flexible and accessible programming; a debrief of and positive feedback from the joint Board/General Faculties Council/Senate Summit; and accolades to Dr Stephanie Green, recipient of the Sloan Research Fellowship, and Julia Sawatzky, recently appointed Rhodes Scholar. The President also congratulated the Board Chair on his recent reappointment and thanked him for his dedication to the university.

DISCUSSION ITEMS

The Board discussed:

- ongoing efforts to implement recommendations of the 2018 Board Working Group, including: upcoming revisions to committee Terms of Reference; an overview of the process for board oversight of enterprise-wide risk management; an update on future delegations of Board of Governors' authority; the first report of the recently established Board Governance Committee; and the final report of the Board Safety, Health, and Environment Committee.

BOARD OF GOVERNORS' MOTION SUMMARY

On the recommendation of the Finance and Property Committee and General Faculties Council Academic Planning Committee, the Board of Governors approved:

- proposed new Mandatory Student Instructional Support Fees; proposed changes to existing Mandatory Student Instructional Fees; proposed deletions of Mandatory Student Instructional Support Fees; and a proposed nomination fee, as submitted on behalf of the relevant Faculties/Departments by the Registrar's Advisory Committee on Fees (RACF);
- that tuition governed by the tuition fee regulation for 2019-20 be set at the 2014-15 rates, as directed by the Government of Alberta;
- an increase of 2.77% to international tuition fees for 2019-20 as outlined in the proposal; and
- the 2019-20 Consolidated Budget as set forth in the proposal.

On the recommendation of the Finance and Property Committee, the Board of Governors approved:

- that mandatory non-instructional fees for 2019-20 be set at the 2014-15 rates, as directed by the Government of Alberta;
- the transfer of \$881,982 of unrestricted net assets to permanent restricted endowment net assets;
- the revised Internal Loan Policy;
- the Endowment Management Policy and Procedure;
- an increase of 5% to the rates for all residences located in Edmonton for the 2019/20 academic year;
- an increase of 2.27% to the meal plan rates in Lister Hall and Peter Lougheed Hall for the 2019/20 academic year; and
- an increase of 3% to the combined residence and meal plan rate at Augustana Campus for the 2019/20 academic year.

On the recommendation of the Finance and Property Committee, the Board of Governors delegated:

- approval of increases to domestic tuition equal to or less than the Consumer Price Index, as defined in the Tuition and Fees Regulation, to the Board Finance and Property Committee;
- approval of domestic tuition rates when frozen by the Minister responsible, or otherwise controlled by the Minister, to the President;
- approval of increases to existing mandatory non-instructional fees equal to or less than the agreed upon weighted annual inflation with both a ceiling of 5.0% and a floor of 0% to the Board Finance and Property Committee; and
- approval of new mandatory student instructional support fees, and changes to or deletions of existing mandatory student instructional support fees, to the Board Finance and Property Committee.

On the recommendation of the Human Resources and Compensation Committee, the Board of Governors approved the appointment of Ms Gitta Kulczycki, Vice-President (Finance and Administration), to the PSPP (Public Service Pension Plan) Sponsor Board, pursuant to Schedule 2, Part 1, Section 4 of the *Joint Governance of Public Sector Pension Plans Act*, for a three-year term effective March 1, 2019.

On the recommendation of the Human Resources and Compensation Committee and General Faculties Council, the Board of Governors approved

- the Code of Conduct: Employees' Obligations Respecting Conflicts of Interest, as set forth in the proposal, to take effect July 1, 2019; and
- the Code of Conduct: Board Members' Obligations Respecting Conflict of Interest, as set forth in the proposal, to take effect July 1, 2019.

INFORMATION REPORTS

- Report of the Audit and Risk Committee
 - Update on Risk-Based Internal Audit Plan
 - Management's Quarterly Compliance Certificate
 - Management's Quarterly Information and Privacy Office Compliance Certificate
 - Quarterly Financial Review
 - Institutional Risk Summary Update
 - Preliminary Review of Changes to Enterprise-wide Risk Management Framework (ERM 2.0)
 - Emerging Risk: China Relationship
 - Review of Process for Board Oversight of Enterprise-wide Risk Management
 - Update from Board Ad Hoc Group on Committee Mandates and Membership: Review of Committee Terms of Reference
 - New Template for Reports from the Office of the Auditor General
- Report of the Finance and Property Committee
 - Project Management Office - Quarterly Status Report
 - Quarterly Financial Review
 - Board of Governors' Approval of Investment Income Reserve and Strategic Initiatives Fund
 - Update from Board Ad Hoc Group on Committee Mandates and Membership: Committee Terms of Reference
 - University of Alberta Properties Trust Inc (UAPTI) Annual Report
 - Update on Board Delegation of Authority for Ancillary Fees
- Report of the Human Resources and Compensation Committee
 - Update from Board Ad Hoc Group on Committee Mandates and Membership: Review of Committee Terms of Reference

- Report of the Investment Committee
 - Portfolio Compliance – December 31, 2018
 - National Association of College and University Business Officers – Teachers Insurance and Annuity Association of America (NACUBO-TIAA) Study of Endowments
 - Statement of Investment Principles and Beliefs - Annual Review
 - Portfolio Performance – December 31, 2018
 - Unitized Endowment Pool (UEP) Strategy Progress Report
 - Non-endowed Investment Pool (NEIP) Strategy Progress Report
 - Cost Effectiveness of Investment Program – Review
 - External Review of Investments & Treasury
 - Update from Board Ad Hoc Group on Committee Mandates & Membership: Committee Mandate Review

- Report of the Reputation and Public Affairs Committee (*formerly the University Relations Committee*)
 - Portfolio Highlights
 - Senate Update
 - Update from Board Ad Hoc Group on Committee Mandates and Membership: Review of Committee Terms of Reference

- Report of the Governance Committee (*terms of reference for this committee were approved by the Board of Governors on October 12, 2018*)
 - Learning Moment: The Role of the Board Governance Committee
 - Draft 2019 Committee Workplan
 - Update on Implementation of Board Working Group Recommendations
 - Board and Committee Membership Overview: Selection Process, Term Dates, and Considerations for Succession Planning
 - Opportunities for Board Member Development

- Report of the Safety, Health and Environment Committee
 - Dashboard Review
 - Strategic Initiative: Continued Implementation of the On-Line Hazard Management System with Expansion to Psychosocial Hazards
 - Strategic Initiative: Integrate Alberta Occupational Health and Safety Act Changes into the Environment, Health and Safety (EHS) Management System
 - 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
 - Health and Safety Indicator Report (Fourth Quarter)
 - BSHEC Transformation
 - Update
 - Focused discussion on transfer of mandates to Board Audit and Risk Committee
 - Campus Facilities Safety and Security Working Group Report
 - Helping Individuals at Risk (HIAR) Report and Safe Disclosure and Human Rights Report

The Board also received reports from the Chancellor, Alumni Association, Students' Union, Graduate Students' Association, Association of Academic Staff of the University of Alberta, Non-Academic Staff Association, General Faculties Council, and the Board Chair.

Prepared for: 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 March 15, 2019 Board of Governors' meeting will be posted on the University Governance website once approved by the Board at its May 10, 2019 meeting:
<https://www.ualberta.ca/governance/member-zone/board-of-governors/board-minutes>.

Item No. 18A

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

Agenda Title	Graduate Student Enrolment Report – 2018-19
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Item

Proposed by	Debby Burshtyn, Interim Vice-Provost and Dean, FGSR
Presenter	Debby Burshtyn, Interim Vice-Provost and Dean, FGSR

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To discuss the 2017-18 report on graduate enrolment. Provides the institution with current snapshot of graduate enrolment and trend information for awareness and to aid in future planning.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>The graduate enrolment report illuminates data and trends for consideration in policy making and planning. Some highlights include:</p> <ul style="list-style-type: none"> • Course-based Masters are the degree type with the largest enrolments, for the first time exceeding PhD enrolments • Course-based Masters have 1.6 females to each male, PhD and Thesis-based Masters are 1.2 and 1.1 males to each female, respectively • Average PhD time to completion is 5.71 years, and international students complete on average one year earlier than domestic students • Our graduate student population is 37% international and 2.5% Indigenous from within Canada. <p>Contextual information about the relationship between headcount and full load equivalent (FLE) numbers will be provided in the meeting.</p> <p>Question for consideration:</p> <ul style="list-style-type: none"> • What do these enrolment trends mean for the institution?
Supplementary Notes and context	This report was discussed by the GFC Academic Planning Committee on April 17, 2019.

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	<ul style="list-style-type: none"> • GEFAC – February 28, 2019 (Presentation and discussion) • Chairs Council – March 19, 2019 (Presentation and discussion) • FGSR Council – March 20, 2019 (Presentation and discussion) • Deans and Associate Deans, Grad (Individual Meetings) – March / April (Discussion) • Statutory Deans Council – April 3 (Presentation & Discussion) • GFC Executive – April 15 (Information) • Academic Planning Committee – April 17 (Discussion) • President’s Executive Committee – Operations – April 18 (Presentation) • Board Learning and Discovery Committee – April 26 (Discussion) • General Faculties Council – April 29 (Information) • Vice Provosts’ Council – April 29 (Information)
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Item No. 18A

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>Institutional Strategic Plan - For the Public Good</p> <ul style="list-style-type: none"> • BUILD a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world. • 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>Also, Comprehensive Institutional Plan</p>			
Alignment with Institutional Risk Indicator	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="1" data-bbox="553 604 1523 808"> <tr> <td data-bbox="553 604 1073 808"> <input checked="" type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1073 604 1523 808"> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input checked="" type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input checked="" type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success			
Legislative Compliance and jurisdiction	<ol style="list-style-type: none"> 1. Post-Secondary Learning Act (PSLA) 2. General Faculties Council Terms of Reference 3. GFC Executive Committee Terms of Reference 4. GFC Academic Planning Committee 5. Board Learning and Discovery Committee 			

Attachments (each to be numbered 1 - <>)

Attachment 1: Graduate Student Enrolment Report 2018-19

Prepared by: Debby Burshtyn, Vice-Provost and Dean, Faculty of Graduate Studies and Research



UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE
STUDIES & RESEARCH

Graduate Student Enrolment Report

2018-19



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Executive Summary

It is a pleasure to present the University of Alberta Faculty of Graduate Studies and Research fourth annual enrolment report¹. This report provides a snapshot of graduate education highlighting both the trends we are experiencing over time and the diversity that exists across faculties and disciplines.

Graduate students at the University of Alberta are critical contributors to our research-intensive nature and to solving complex, interdisciplinary problems. Our graduate student population consistently accounts for about one-fifth of students on our campuses. With 37% of our graduate student population coming from outside Canada, our graduate programs are very international. Over the last 10 years, we have had a higher proportion of female graduate students, however our PhD programs consistently have a higher proportion of males. The way we capture data is changing to now enable students to self-identify as neither male nor female, but it is too soon to draw any inferences from the numbers. We are pleased to note that enrolment of Indigenous students from within Canada is consistently trending upward for all graduate degrees over the past five years.

We are seeing some interesting trends in our application and enrolment data over time. Over the past 10 years, we have seen a significant increase in international applications while domestic application numbers remain consistent. This year, graduate enrolment went up by 303 students, primarily the result of growth in course-based Master's enrolments, and this seems to be a trend we can expect to continue in the future. At the same time, PhD enrolments have decreased slightly, a trend worth further investigation.

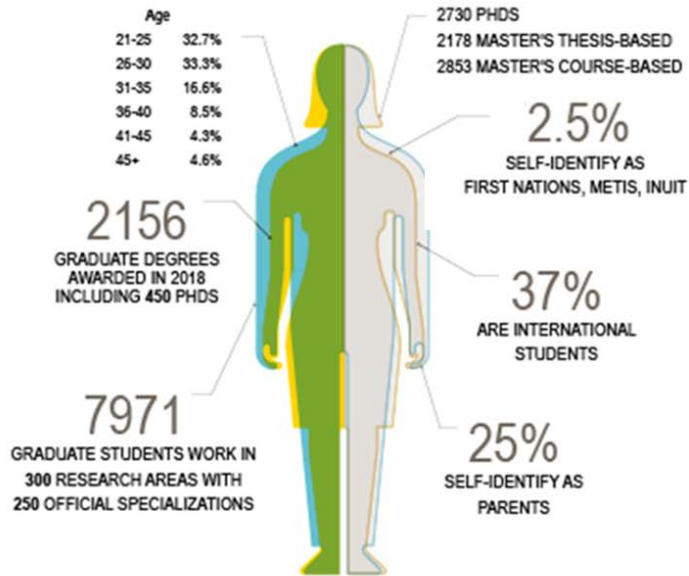
We are also seeing interesting trends in completion data. Consistently for the past 10 years, international graduate students complete their degrees faster on average than domestic graduate students. The average time to completion has been rising slightly over the past five years for both domestic and international doctoral students. We have also seen a doubling in the proportion of students taking leaves of absence within doctoral programs over the past ten years.

As we monitor and analyze these trends, the Faculty of Graduate Studies and Research is also taking proactive initiative to influence them. This year, we underwent a review of our admission processes to create efficiencies and reduce response times in the interest of ensuring we are able to attract the best students to enrol into our programs. We have also initiated cross-campus inquiry into opportunities for improvement to our entry scholarship system, discussions on a minimum funding policy for PhD students, graduate student mental health, and increasing the quality of supervision.

¹ This report was developed by Debby Burshtyn, Maxine Clarke, Cristiana Caramihai, and Sylvia Fong-Wong within FGSR, with support from Strategic Analysis and Data Warehousing.

Graduate Students at a Glance

20% OF UNIVERSITY OF ALBERTA STUDENTS ARE GRADUATE STUDENTS



AVERAGE COMPLETION TIMES BY DEGREE

<i>Domestic</i>	<i>International</i>
2.4 years MASTER'S COURSE-BASED	1.6 years MASTER'S COURSE-BASED
2.9 years MASTER'S THESIS-BASED	2.7 years MASTER'S THESIS-BASED
6.1 years DOCTORAL	5.2 years DOCTORAL

INCREASE IN APPLICATIONS (FALL 2018 VS FALL 2017)



1. Enrolment

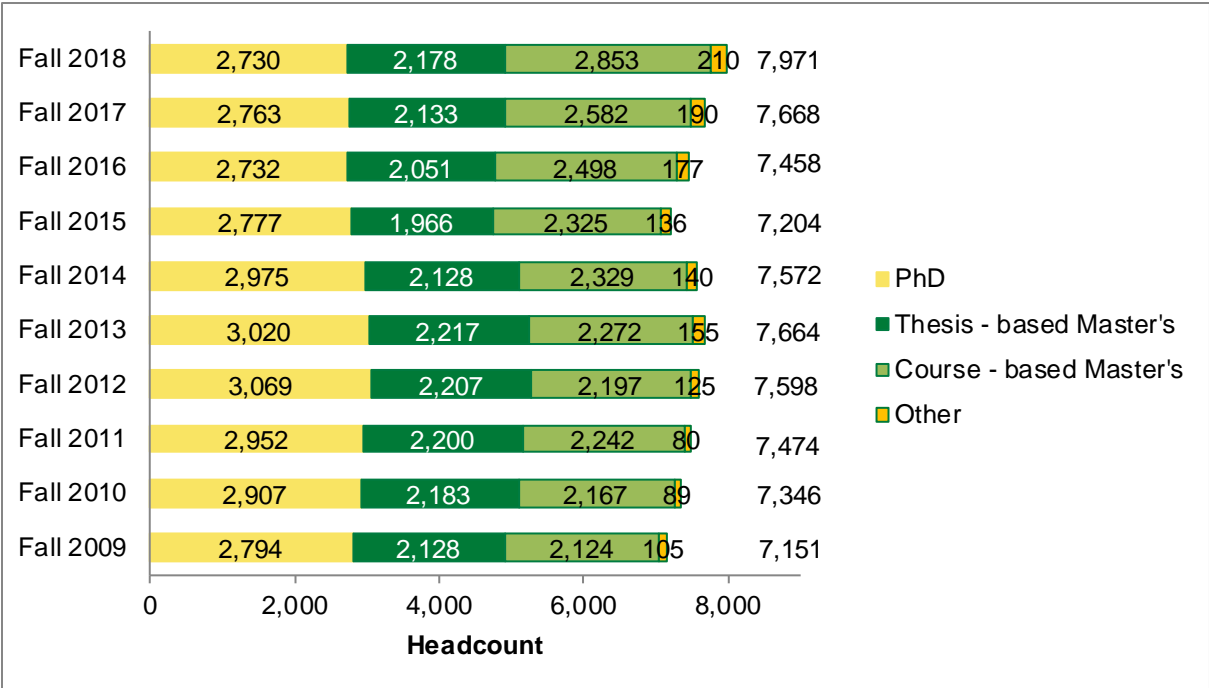
This section presents enrolment numbers based on the standard December 1, 2018 headcounts, as reported to Statistics Canada and the Government of Alberta. Enrolment is a point-in-time snapshot and the December headcounts capture fall term registrations only. As a result, enrolment reported here does not reflect the total number of graduate students who have been on campus at various points during the year.

1.1. Graduate Enrolment by Degree Type

Overall graduate enrolment has risen, but as the following tables and figures demonstrate, the changes are not uniform. Since the previous reporting period, doctoral enrolments have declined by 1%, and thesis-based Master's enrolments have risen by 2%. Enrolments in course-based Master's and certificate programs have risen considerably over this period, with increases of 10% and 11% respectively.

For the first time ever, enrolment in course-based Master's programs exceeds enrolment in PhD programs and represents the largest constituency of graduate students.

Figure 1: Graduate enrolment by degree type.

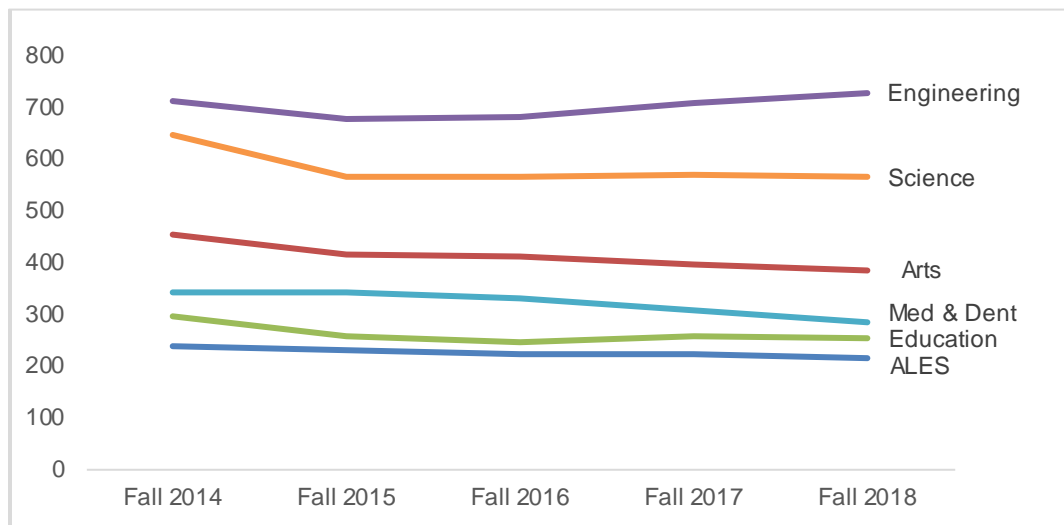


Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.
 Notes: 1) Other = students in post Master's and post-baccalaureate certificates, postgraduate diplomas, qualifying, special graduate, and visiting students; 2) Students who have FGSR listed as their department are included.

Fall term enrolment headcounts by Faculty are shown in Figures 2 to 7 and Tables 1 and 2. We are particularly proud to welcome the 14 students registered in our innovative condensed PhD in Indigenous Studies, offered for the first time last fall in the Faculty of Native Studies.

Reviewing the data by Faculty reveals modest declines in overall PhD numbers and varied year-over-year changes across the institution. (Figures 2 and 3).

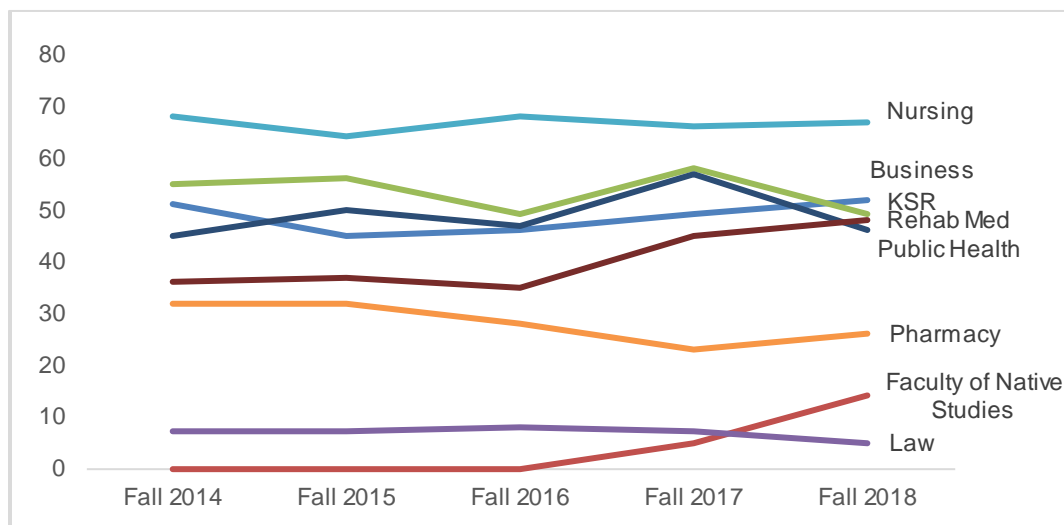
Figure 2. Doctoral degrees with > 100 graduate students, fall headcount by Faculty



Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.

Notes: 1) ALES = Agriculture, Life and Environmental Sciences

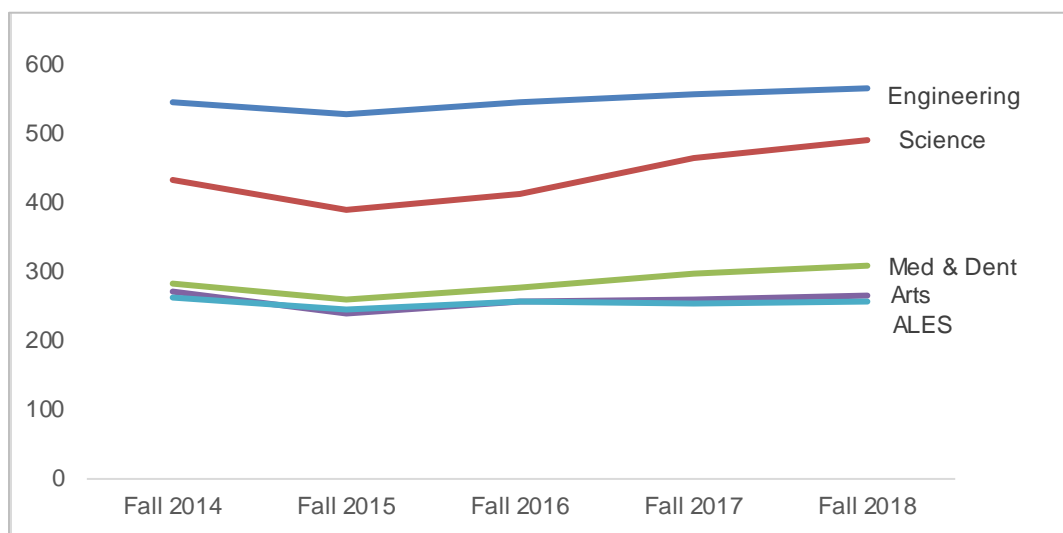
Figure 3. Doctoral degrees with < 100 graduate students, fall headcount by Faculty



Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.

Notes: 1) KSR = Kinesiology, Sport and Recreation

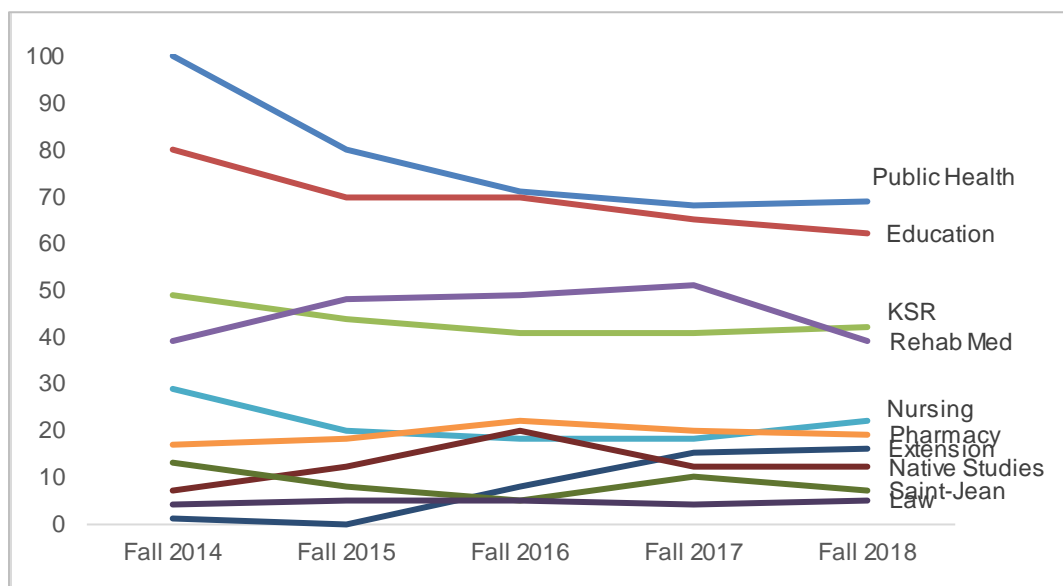
Figure 4. Thesis-based Master's Degrees with > 100 Graduate Students



Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.

Notes: 1) ALES = Agriculture, Life and Environmental Sciences

Figure 5. Thesis-based Master's Degrees with < 100 Graduate Students

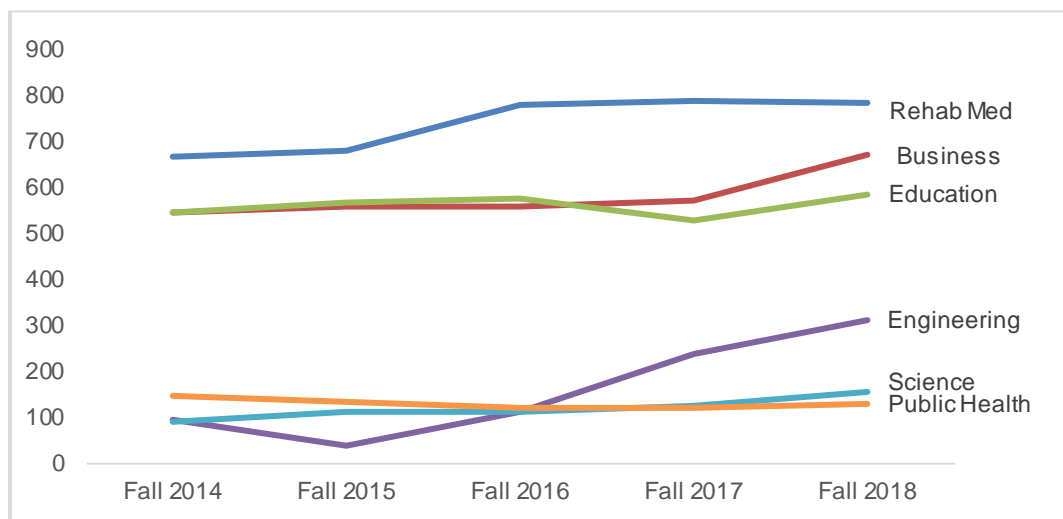


Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.

Notes: 1) KSR = Kinesiology, Sport and Recreation

Over the last year, there has been significant growth in course-based Master's programs (Figures 6 and 7) as a result of a growing interest in professional Master's degrees. This year, growth was most concentrated within the course-based Master of Engineering programs (which were reopened for Fall 2017 admissions), and the existing course-based programs in Business, Education, Nursing, and Science. New course-based Master's programs or streams continue to be in development to respond to the increasing demand for them, such as in Digital Humanities and Philosophy in Arts.

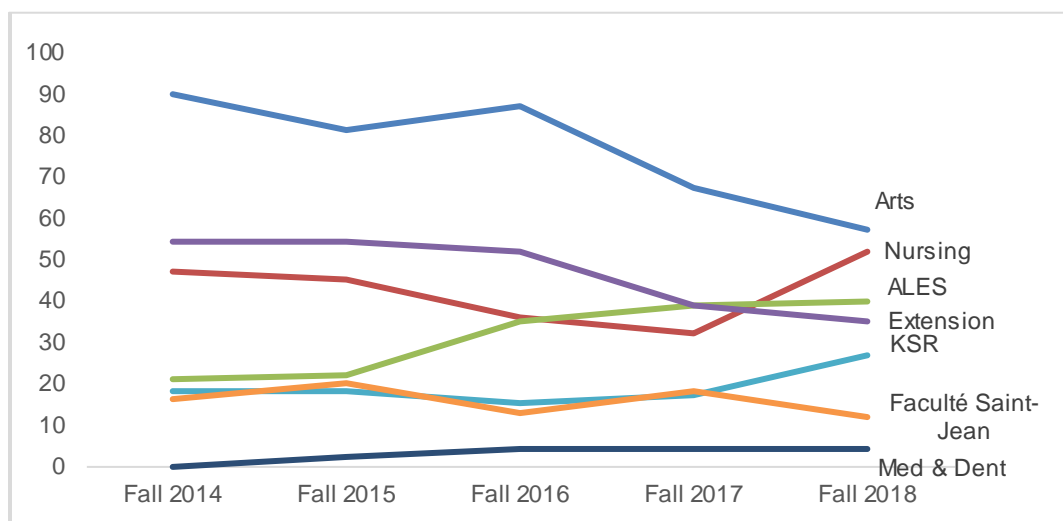
Figure 6. Course-based Master's degrees with > 100 graduate students, fall headcount by Faculty



Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.

Notes: 1) ALES = Agriculture, Life and Environmental Sciences

Figure 7. Course-based Master's degrees with < 100 graduate students, fall headcount by Faculty



Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.

Notes: 1) KSR = Kinesiology, Sport and Recreation

Enrolment in certificate programs (post-Master's and post-baccalaureate certificates and postgraduate diplomas) remains modest (Table 1). These programs are of interest to professionals looking to upgrade their skills, and similar programs might offer future possibilities for laddering into degrees.

Table 1. Certificate programs, fall headcount by Faculty.

Faculty	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Business			1	2	2
Education	1	1			
Kinesiology, Sport, and Rec.				17	5
Public Health					
Rehabilitation Medicine	22	49	68	104	102
Total	23	50	69	123	109

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.

Table 2 shows graduate enrolment in other programs, including qualifying, special and visiting students.

Table 2. Other programs, fall headcount by Faculty

Faculty	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
ALES	8	4	4	2	9
Arts	23	17	16	12	11
Business	19	10	15	11	15
Education	3	6	4	2	2
Engineering	9	9	9	18	15
Extension		1			
Faculté Saint-Jean	1	3	9	1	
Faculty of Native Studies	1				
Kinesiology, Sport, and Rec.	3	3	1	4	4
Law					1
Medicine and Dentistry	7	7	8	2	5
Nursing	4	2	2	4	4
Pharmacy			1	1	1
Public Health	4	1	3	2	3
Rehabilitation Medicine	23	19	32	3	21
Science	12	4	4	5	10
Total	117	86	108	67	101

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.

Note: Other programs include qualifying, special graduate, and visiting students.

1.2. Faculty to Graduate Students Ratio

Table 3 gives an overview of the ratio of professors to graduate students in each Faculty. The value of Table 3 is principally tracking whether student numbers and faculty complement are moving in tandem. The goal is to express supervisory capacity and teaching capacity as a ratio of students to professors. Full, Associate and Assistant Professors (those in academic category A1.1) are included in the faculty number.

We have reported on every Faculty in this dataset and there are important nuances: Faculties with large course-based Master's programs (Business' MBA, most graduate programs in the Faculty of Rehabilitation Medicine, and a substantial proportion of Engineering's graduate offerings) will appear to be carrying a disproportionately low faculty to course-based student ratio. Trends in these faculties are more meaningful within the Faculty than between Faculties.

On balance, the graduate student to faculty ratio has stayed relatively constant over the last five years.

Table 3. Ratio of faculty to graduate students, by Faculty and Program.

Faculty	Fall 2014			Fall 2015			Fall 2016			Fall 2017			Fall 2018		
	PhD	M-T	M-C	PhD	M-T	M-C	PhD	M-T	M-C	PhD	M-T	M-C	PhD	M-T	M-C
ALES	1:2.2	1:2.4	5.1:1	1:2.1	1:2.2	5:1	1:2	1:2.3	3.2:1	1:2	1:2.4	2.8:1	1:1.9	1:2.3	2.8:1
Arts	1:1.4	1.2:1	3.5:1	1:1.3	1.3:1	4:1	1:1.3	1.3:1	3.7:1	1:1.2	1.2:1	4.8:1	1:1.2	1.2:1	5.4:1
Business	1.5:1	74:1	1:7.3	1.6:1		1:7.8	1.5:1		1:7.8	1.4:1		1:8.1	1.3:1		1:9.7
Education	1:3	1.3:1	1:5.5	1:2.5	1.5:1	1:5.5	1:2.3	1.5:1	1:5.4	1:2.3	1.7:1	1:4.8	1:2.3	1.7:1	1:5.4
Engineering	1:3.7	1:2.8	2.1:1	1:3.4	1:2.6	5.6:1	1:3.3	1:2.7	1.8:1	1:3.4	1:2.7	1:1.1	1:3.3	1:2.6	1:1.4
Extension		16:1	1:3.4			1:3.2		1.9:1	1:3.5		1.1:1	1:2.3		1:1	1:2.2
Faculté Saint-Jean		1.9:1	1.6:1		3.6:1	1.5:1		6:1	2.3:1		3:1	1.7:1		4.6:1	2.7:1
Faculty of Native Studies		1.1:1			1:1.2			1:1.8		2.2:1	1:1.1		1:1	1.2:1	
Kinesiology, Sport, and Rec.	1:1.4	1:1.3	2.2:1	1:1.5	1:1.2	2.1:1	1:1.2	1:1	2.7:1	1:1.5	1:1.1	2.2:1	1:1.3	1:1.1	1.4:1
Law	4.1:1	7.3:1		3.9:1	5.4:1		3.5:1	5.6:1	28:1	4:1	7:1		6.4:1	6.4:1	
Medicine and Dentistry*	1.8:1	2.2:1		1.9:1	2.5:1	321.5:1	2:1	2.3:1	161:1	2.1:1	2.1:1	159:1	2.2:1	2:1	156.8:1
Nursing	1:1.4	1.7:1	1:1	1:1.4	2.4:1	1:1	1:1.4	2.6:1	1.3:1	1:1.5	2.5:1	1.4:1	1:1.5	2:1	1:1.2
Pharmacy	1:1.6	1.2:1		1:1.5	1.2:1		1:1.2	1.1:1		1:1	1.1:1		1:1.4	1:1	
Public Health	1:1.8	1:4	1:5.8	1:1.9	1:3.1	1:5	1:1.7	1:2.6	1:4.4	1:2.3	1:2.7	1:4.8	1:1.9	1:2.9	1:5.3
Rehabilitation Medicine	1.2:1	1.1:1	1:15.9	1.2:1	1:1.1	1:15.5	1.3:1	1:1.1	1:17.7	1:1.1	1:1.2	1:18.7	1:1.2	1.1:1	1:19.1
Science	1:2.2	1:1.5	3.2:1	1:2	1:1.4	2.6:1	1:2	1:1.4	2.5:1	1:2	1:1.6	2.3:1	1:1.9	1:1.7	1.9:1
Total	1:1.5	1:1.1	1:1.2	1:1.4	1:1	1:1.2	1:1.4	1:1	1:1.2	1:1.4	1:1.1	1:1.3	1:1.4	1:1.1	1:1.4

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018

Notes: 1) information reflects faculty with Active, Leave with Pay, or Leave of Absence statuses on October 1 of each respective year; 2) contingent faculty, administrative faculty, and faculty on long-term disability are not captured; 3) * Medicine and Dentistry figures also include contingent faculty members, who represent (on average for the past 5 years) 66.3% of the total professoriate figures; 4) All types of graduate students are included in this table.

1.3. Graduate/Undergraduate Enrolment Comparison

Graduate students currently make up 20% of the total student population at the University of Alberta, as they have for the past 5 years in the face of modest overall growth in the total student headcount.

Table 4 highlights the balance of graduate to undergraduate students for individual Faculties. The percentage of graduate students offers insight into potential capacity of individual faculties to be supported by graduate students for both undergraduate teaching and research intensity. The ratios remain highly consistent over time in each Faculty, with the exception of Native Studies, where the proportion of graduate students has grown with the introduction of the PhD in Indigenous Studies.

Table 4. Percentage of graduate students in total by Faculty.

Program Faculty	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Total	Grad%	Total	Grad%	Total	Grad%	Total	Grad%	Total	Grad%
ALES	2,086	25%	2,028	25%	2,067	25%	2,105	24%	2,047	25%
Arts	6,610	13%	6,463	12%	6,459	12%	6,571	11%	6,817	11%
Augustana Faculty	1,068	0%	1,016	0%	1,008	0%	1,044	0%	1,021	0%
Business	2,638	23%	2,631	23%	2,635	23%	2,678	24%	2,794	26%
Education	3,611	26%	3,659	25%	3,781	24%	3,800	22%	3,875	23%
Engineering	5,762	24%	5,588	22%	5,579	24%	5,960	25%	6,129	26%
Extension	55	100%	55	100%	60	100%	54	100%	51	100%
Faculté Saint-Jean	592	5%	578	5%	602	4%	684	4%	751	3%
Faculty of Native Studies	166	5%	163	7%	198	10%	219	8%	230	11%
Kinesiology, Sport, and Rec.	1,092	11%	1,059	11%	1,085	10%	1,133	12%	1,125	11%
Law	537	2%	561	2%	577	2%	572	2%	581	2%
Medicine and Dentistry	1,653	38%	1,651	37%	1,654	37%	1,659	37%	1,649	36%
Nursing	1,747	8%	1,617	8%	1,466	8%	1,404	9%	1,385	10%
Pharmacy	569	9%	577	9%	594	9%	590	7%	599	8%
Public Health	293	100%	262	100%	241	100%	246	100%	246	100%
Rehabilitation Medicine	807	98%	860	97%	984	98%	995	99%	998	99%
Science	7,433	16%	7,007	15%	7,189	15%	7,471	16%	7,433	16%
Total	37,744	20%	36,829	20%	37,299	20%	38,423	20%	39,057	20%

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.

Notes: 1) graduate students include all possible graduate degree types; 2) undergraduate students exclude career preparation (17 students in Fall 2014, 24 students in Fall 2015, 27 students in Fall 2016, 27 students in Fall 2017, 38 students in Fall 2018).

1.4. Graduate Students by Citizenship

With over one third of our graduate students coming from outside of Canada, the graduate student body is highly international. The total number of international graduate students (students on a student visa, work permit or study permit) has remained fairly stable over time. However, as Table 5 shows, international students are distributed unevenly across Faculties. The proportion of international students has implication for resources to support students. For example, Tri-Agency awards are available only to Canadian citizens and permanent residents (who are grouped together here). Whereas the proportion in most Faculties has remained stable or is not meaningful due to small denominators (eg. Law), the sharp increase in Business in 2018 is attributed to the launch of new programs delivered in Mandarin in Shanghai and Shenzhen, China, the Master's of Financial Management and the MBA.

Table 5. Percentage of International students by Faculty.

Program Faculty	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
ALES	49%	52%	51%	53%	50%
Arts	33%	33%	34%	34%	37%
Business	33%	34%	28%	29%	39%
Education	9%	9%	7%	7%	7%
Engineering	63%	64%	61%	62%	66%
Extension	4%	4%	3%	4%	10%
Faculté Saint-Jean	7%	3%	4%	3%	5%
Faculty of Native Studies	0%	0%	0%	0%	0%
Kinesiology, Sport, and Rec.	21%	22%	20%	19%	21%
Law	18%	25%	29%	9%	27%
Medicine and Dentistry	35%	34%	33%	31%	31%
Nursing	15%	16%	20%	19%	19%
Pharmacy	53%	58%	65%	68%	63%
Public Health	13%	11%	11%	10%	11%
Rehabilitation Medicine	4%	3%	3%	4%	3%
Science	52%	51%	53%	54%	54%
Total	35%	34%	34%	35%	37%

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.

Notes: 1) graduate students include all possible graduate degree types; 2) The numbers represent the percentage of international students out of the total enrolled in each Faculty; 3) The 2017 column in this report presents corrected data over the previous year's reporting error.

The international graduate population is more diversified than the undergraduate population in terms of country of origin. We have graduate students from over 160 countries, although the vast majority of countries are represented by very few individual students. Table 6 shows the 15 countries other than Canada with the largest numbers of citizens enrolled at the university (by headcount) from 2014 to 2018. These 15 countries represent 36% of the graduate student headcount for Fall 2018. The precise list of countries varies over time, but China, Iran and India have been the top three for over a decade, noting that our Chinese and Indian student populations are trending upward while our Iranian student population is trending downward in absolute numbers.

Table 6. Top 15 source countries by student citizenship.

Country of Citizen	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% of total
Canada	4,085	3,967	4,236	4,335	4,357	54.7%
1. China	1,021	963	922	973	1,141	14.3%
2. India	308	287	302	325	405	5.1%
3. Iran	477	445	428	397	402	5.0%
4. United States	169	156	150	165	161	2.0%
5. Bangladesh	137	105	105	113	139	1.7%
6. Brazil	58	71	75	92	103	1.3%
7. Pakistan	86	74	78	88	98	1.2%
8. Mexico	49	51	62	79	91	1.1%
9. Nigeria	79	68	73	70	76	1.0%
10. Egypt	79	62	62	65	67	0.8%
11. Colombia	47	45	50	58	49	0.6%
12. Korea, South	43	41	51	50	46	0.6%
13. Germany	51	35	36	35	43	0.5%
14. Ghana	43	45	49	44	41	0.5%
15. Vietnam	26	23	29	31	39	0.5%

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.

Notes: 1) includes graduate students in all possible graduate degree types; 2) Canada + top 15 out of 276 independent sovereignties, territories, and nations listed in UAlberta enterprise solution, PeopleSoft; 3) top listed in sequence according to Fall 2018 figures.

1.5. Sponsored Students

Sponsored students are international students who are either partially or fully supported by their governments, national or multinational companies, or third-party entities such as Fulbright. Support normally includes tuition, associated fees, and living expenses for the duration of the degree. Sponsored student numbers vary year to year, predominantly as a result of factors beyond our control. University of Alberta International administers the Sponsored Student Program.

The University of Alberta receives sponsored graduate students from a total of 43 countries, the top 10 of which are listed in sequence in Table 7 below. As of Winter 2019, we have 332 sponsored graduate students, which account for 11% of our international student enrolment.

The large number of sponsored students from China can be attributed to our success in attracting students through the China Scholarship Council under their State-Sponsored Scholarship Program. This program provides scholarships of up to four years for top Chinese students who wish to obtain a doctoral degree from the University of Alberta. The scholarships are open to all areas of study.

Historically, almost 70% of sponsored students have been in doctoral programs. The duration of sponsorships has been between one and six years, although the majority of them last three or four years.

Table 7. Citizenship of sponsored graduate students.

Country	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
China	29	39	27	49	30	29	32	38
Saudi Arabia*	18	24	13	18	11	16	10	1
Mexico	4	9	4	6	14	11	24	16
Libya	0	3	5	10	7	2	2	4
Columbia	3	2	3	4	6	4	4	4
Brazil	2	3	1	9	6	0	5	1
Vietnam	8	4	5	2	4	0	1	1
Chile	6	2	1	0	0	3	2	2
Pakistan	4	2	0	0	0	4	0	4
Kazakhstan	1	3	2	0	0	1	4	2

Source: University of Alberta International Statistics – accessed January 03, 2019.

Notes: 1) students listed in each column are new students who started in that academic year; 2) Winter 2019 projections have been included in the 2018-19 numbers and are based on current confirmed admissions; these numbers are subject to change; 3) * Students from Saudi Arabia were recalled by their national government in August 2018.

1.6. Enrolment by Gender

Table 8 and Figures 8 to 10 show enrolment by gender for all graduate students including PhD, Master's, students in other categories, and students with a home department of FGSR. Again this year, women continue to outnumber men in graduate studies overall.

The new graduate admissions software allows applicants to self-identify as male or female, or to choose not to disclose. Since 2017-2018, the first year of the software implementation, nine students did not declare a gender, as shown in Table 8. Over time, this change in practice will allow us to reflect our students' gender diversity with more nuance.

Table 8. Fall term graduate enrolment by gender.

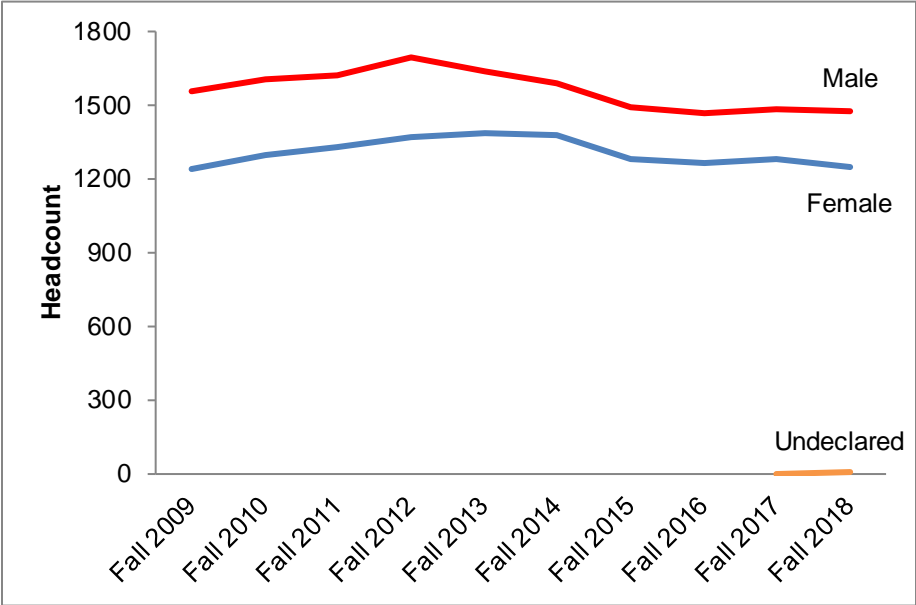
Total	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Female	3595	3692	3840	3945	3977	3967	3828	4000	4020	4,173
Male	3556	3654	3634	3653	3687	3605	3376	3458	3641	3,789
Undeclared									7	9

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.

Figure 8 shows that males consistently comprise a higher percentage of doctoral students. The percentage of doctoral students who are female currently stands at 46%. Males have consistently exceeded females in our doctoral programs 1.2:1 for the past 5 years.

The national percentage of females enrolled full-time in doctoral programs in 2017-18 was 47.4% as per the Canadian Association of Graduate Studies² (CAGS). Women have remained at approximately 47% in this category since 2009, so we trend slightly below the national average.

Figure 8. Doctoral enrolment by gender.



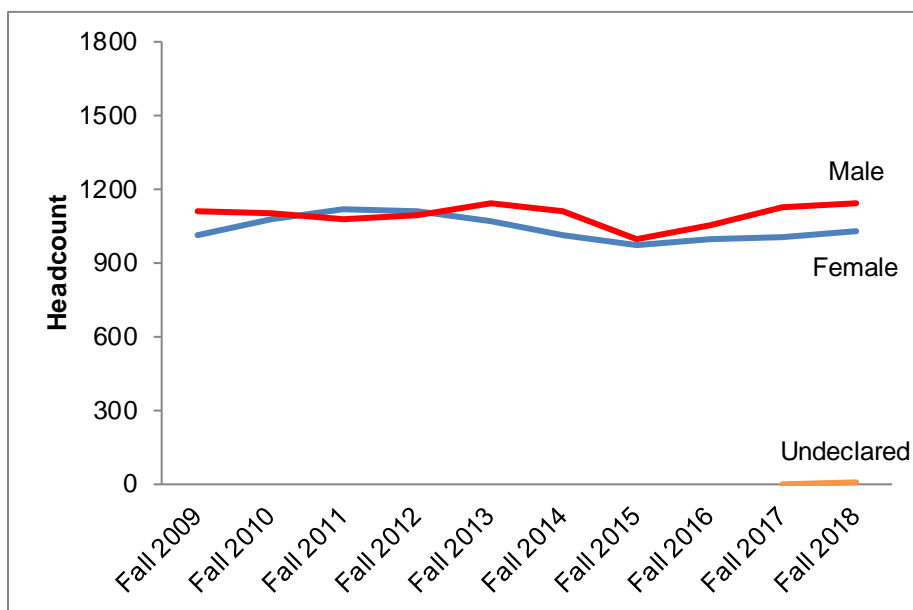
² Acorn Data Warehouse, U15 Data Exchange, 2018.

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.

We are close to gender parity in thesis-based Master’s programs with a male to female ratio of 1.1:1 (Figure 9) yet females exceed males by 1.6:1 in course-based Master’s programs (Figure 10).

The CAGS data does not differentiate between course-based and thesis-based Master’s programs. CAGS data reflects that women comprised 55.7% of full-time Master’s enrolments nationally in 2017-18³.

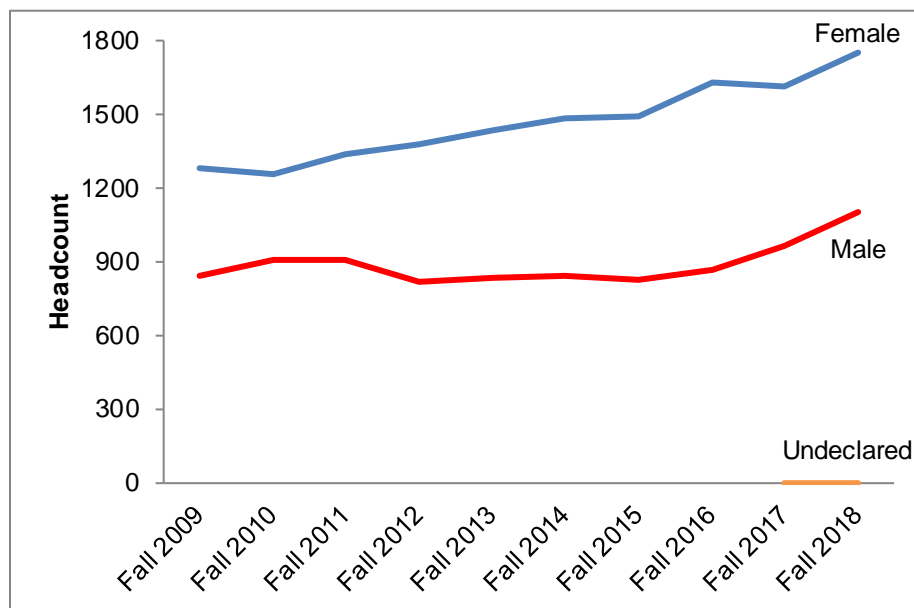
Figure 9. Thesis-based Master’s enrolment by gender.



Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.

³ Acorn Data Warehouse, U15 Data Exchange, 2018.

Figure 10. Course-based Master's enrolment by gender.



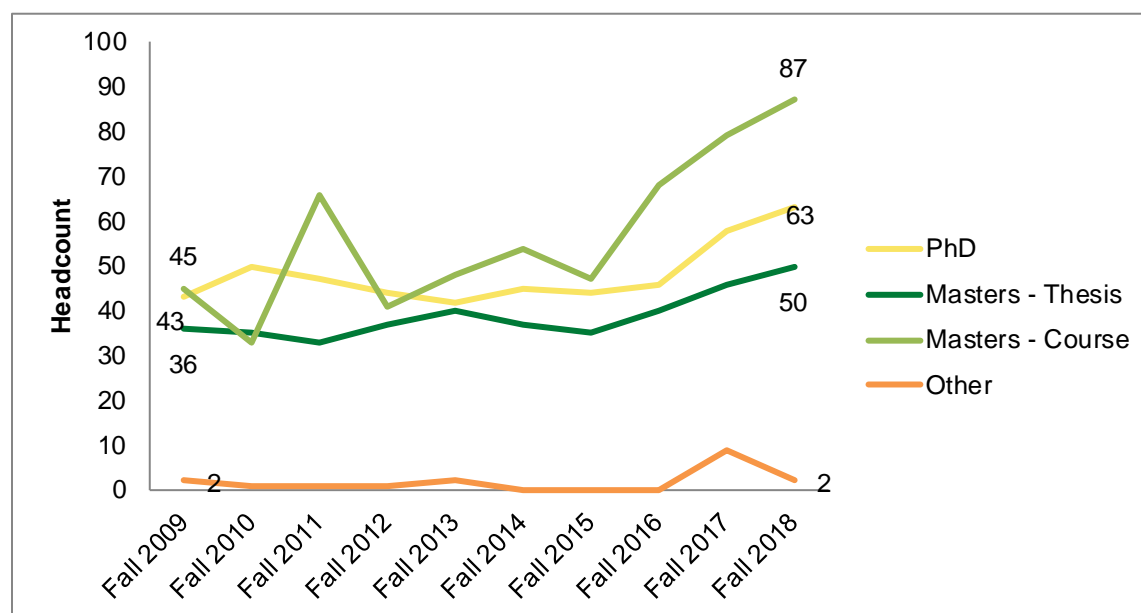
Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.

1.7. Indigenous Student Enrolment

It is exciting to report an all-time high (202) in the number of students registered in our graduate programs who have self-declared as First Nations, Métis or Inuit⁴ (Figure 11). Although the figures here appear volatile year over year because the overall number is small, 202 students represent 2.5% of all graduate students this year. The highest numbers of Indigenous students from within Canada are in course-based professional Master's programs.

⁴ Student enrolment records are maintained in Campus Solutions, and students are able to self-identify as First Nations, Métis or Inuit within it.

Figure 11. First Nations, Métis and Inuit student enrolment.



Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.

Note: “Other” includes qualifying, and visiting students, as well as people registered in post-baccalaureate certificates or postgraduate diplomas.

The distribution of Indigenous students from within Canada is not consistent across the academy. Table 9 highlights those faculties with the highest numbers of self-declared First Nations, Métis or Inuit students. As the institution continues on the journey toward greater enrolment and inclusion of Indigenous students, these faculties may offer experiences and learning to support other faculties as more Indigenous students begin to access other programs.

Table 9. First Nations, Métis and Inuit student enrolment by Faculty.

Program Faculty	Fall 2018			
	PhD	Master's Thesis	Master's Course	Other Grad Students
Education	24	*	32	
Rehabilitation Medicine		*	28	
Arts	12	11	*	
Faculty of Native Studies	12	5		
Agric, Life & Environ Sciences	*	6	*	
Engineering	*	5	*	
Public Health	*	*	6	
Science	*	8	*	
All Other Faculties	7	7	13	*

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.

Note: For protection of privacy, all numbers under 5 are reported as * and no totals are provided.

2. Applications and Admissions

Graduate applications for 2018-19 maintain the all-time high reached the previous year.

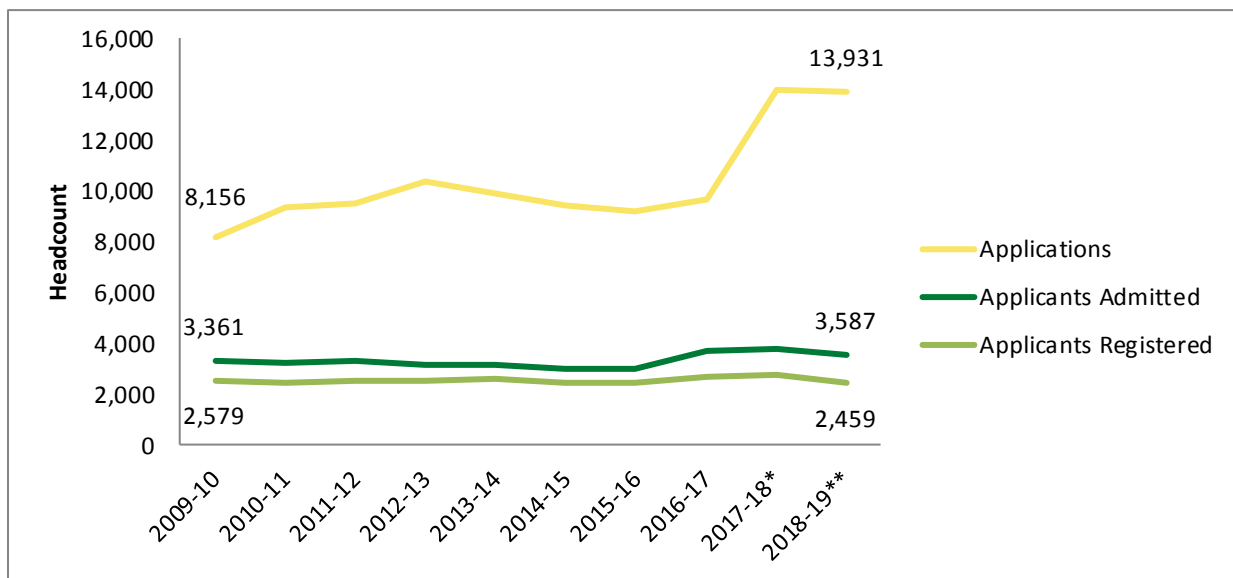
An important factor behind the marked increase in the total number of applicants in 2017-18 was the new graduate admissions system implemented as part of the Graduate Studies Management Solution (GSMS). Previously, some departments pre-screened applicants and did not send them on to the university admissions system if they were not offered admission. Migration to the new system allows the university to better understand the true demand for our programs, a key measure for our quality assurance processes. All applications processed in the new system have been included in this analysis.

2.1. Graduate Admissions

Figure 12 shows the total number of applications for admission to graduate programs, the number of admissions offered and the number of subsequent registrations. This approach counts applications, not applicants: some applicants may have submitted multiple applications (though this is more likely at the undergraduate level).

We continue to be competitive, admitting only about one quarter of the students who apply to our graduate programs.

Figure 12. Total number of admissions to graduate programs.



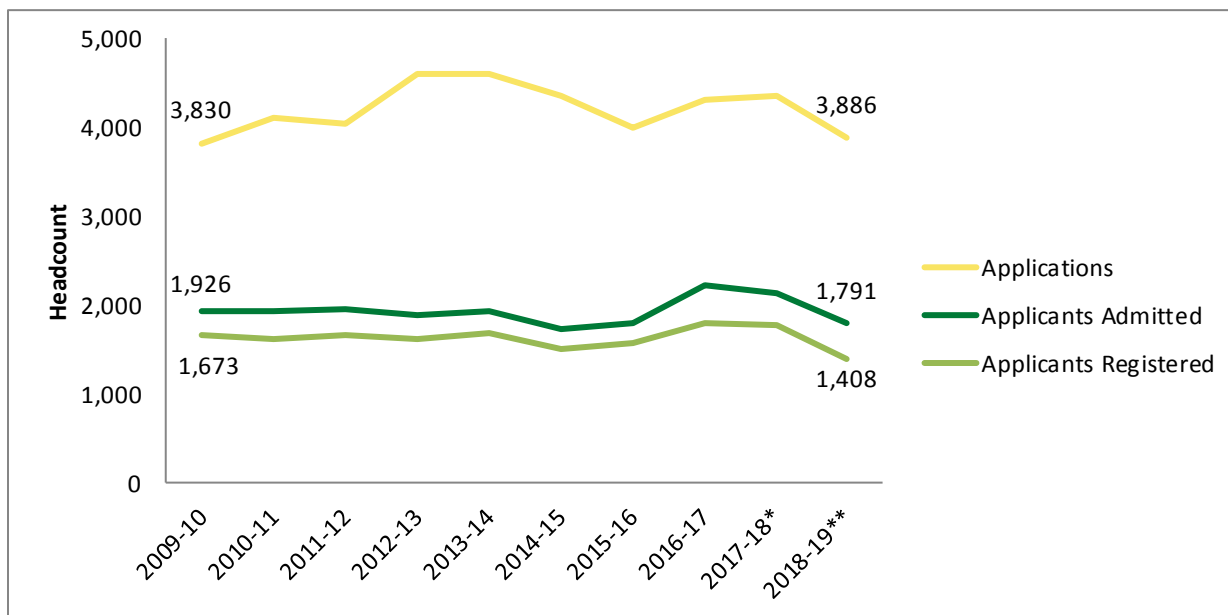
Source: Strategic Analysis and Data Warehousing – accessed December 8, 2017.

Notes: 1) *Academic year figures (Sept to Aug) for 2017-18, extracted with FGSR internal script from PeopleSoft Campus Solutions on January 15, 2019. 2) **Provisionary academic year figures (Sept to Aug) for 2018-19, extracted with FGSR internal script from PeopleSoft Campus Solutions on January 15, 2019

Unlike the vast majority of undergraduate students, approximately 20% of graduate students do not start in the fall term. In Figures 13 to 15, we have presented provisional 2018-19 numbers based on figures currently available in PeopleSoft Campus Solutions.

Domestic graduate applications decreased in 2018-19 (Canadian citizens and permanent residents) as shown in Figure 13. The yield rate has also decreased from 83% to 79%. This is a trend for further consideration.

Figure 13. Domestic graduate admissions.

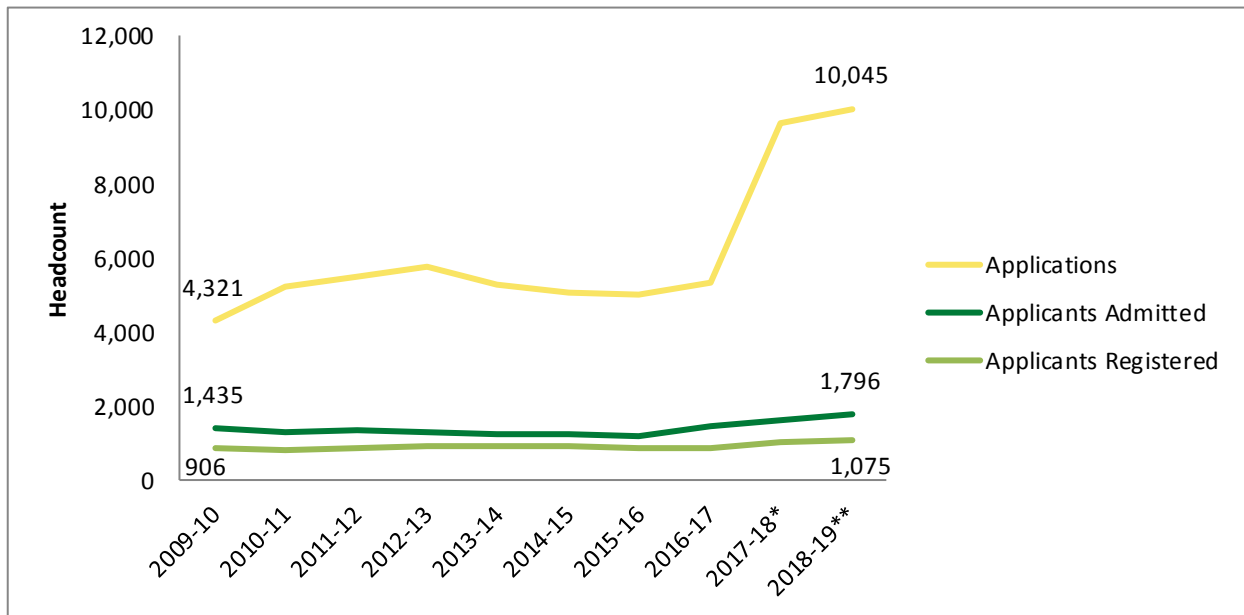


Source: Strategic Analysis and Data Warehousing – accessed December 8, 2017.

Notes: 1) *Academic year figures (Sept to Aug) for 2017-18, extracted with FGSR internal script from PeopleSoft Campus Solutions on January 15, 2019. 2) **Provisionary academic year figures (Sept to Aug) for 2018-19, extracted with FGSR internal script from PeopleSoft Campus Solutions on January 15, 2019

International applicants (students attending the university on a study/work visa) form an increasingly large part of the total graduate applicant pool. While domestic applications are showing modest changes, international student applications have more than doubled in 10 years (Figure 14). Since admission rates are staying relatively constant, this graph suggests that our programs are becoming more highly sought after and competitive. As can also be seen in the graph, the increase in demand has not translated into a proportional increase in offers of admission or enrolments. The yield rate has decreased from 65% the previous year to 60% in 2018-19.

Figure 14. International graduate student applications and admissions

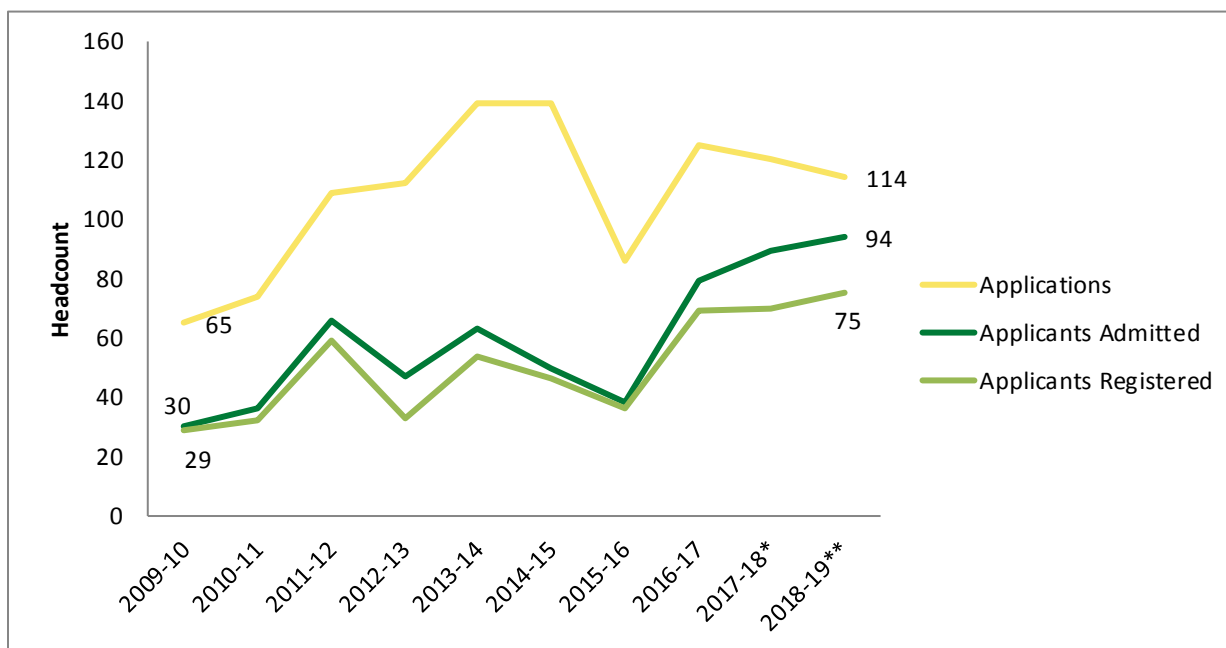


Source: Strategic Analysis and Data Warehousing – accessed December 8, 2017.

Notes: 1) *Academic year figures (Sept to Aug) for 2017-18, extracted with FGSR internal script from PeopleSoft Campus Solutions on January 15, 2019. 2) **Provisionary academic year figures (Sept to Aug) for 2018-19, extracted with FGSR internal script from PeopleSoft Campus Solutions on January 15, 2019

For Indigenous students from within Canada, the gap between applications and admissions (Figure 15) is smaller than in non-Indigenous students (80% of Indigenous applicants from within Canada are admitted, as opposed to 25% overall), suggesting that our pool of Indigenous applicants from within Canada is well-qualified. Although the pool is still small and numbers fluctuate significantly year to year, the upward trend in both well-qualified applicants and registrations is well aligned with objectives within *For the Public Good*. FGSR is working to identify and pursue opportunities to recruit and support Indigenous students through all stages of the graduate student lifecycle.

Figure 15. First Nations, Métis and Inuit student applications and admissions.



Source: Strategic Analysis and Data Warehousing – accessed December 8, 2017.

Notes: 1) *Academic year figures (Sept to Aug) for 2017-18, extracted with FGSR internal script from PeopleSoft Campus Solutions on January 15, 2019. 2) **Provisional academic year figures (Sept to Aug) for 2018-19, extracted with FGSR internal script from PeopleSoft Campus Solutions on January 15, 2019

2.2. Admissions Grade Point Average

The admissions grade point average (AGPA)⁵ is one of the basic eligibility criteria for graduate admissions, although it is rarely a final determining factor.

Tables 10 to 12 show the average AGPA for all applicants admitted by program type. They demonstrate consistently high entry AGPAs over the last decade.

This section considers only those students in doctoral and Master's programs. Students in other program categories (qualifying and visiting students) and those registered in post-baccalaureate certificates or postgraduate diplomas are not included.

Table 10. Doctoral average AGPA.

	Average AGPA	Applicants Admitted	Applicants Registered	Percentage Yield
2009-10	3.68	724	561	77%
2010-11	3.69	691	527	76%
2011-12	3.70	716	518	72%
2012-13	3.65	711	548	77%
2013-14	3.66	610	477	78%
2014-15	3.66	587	466	79%
2015-16	3.72	596	469	79%
2016-17	3.73	646	435	67%
2017-18*	3.67	677	489	72%
Fall 2018**	3.68	529	357	67%

Source: Strategic Analysis and Data Warehousing, accessed December 8, 2017.

Notes: *Academic year figures (Sept to Aug) for 2017-18 and **Fall 2018 figures were extracted with FGSR internal script from PeopleSoft Campus Solutions on January 23, 2019.

Table 11. Thesis-based Master's average AGPA.

	Average AGPA	Applicants Admitted	Applicants Registered	Percentage Yield
2008-09	3.57	1,012	735	73%
2009-10	3.59	1,060	813	77%
2010-11	3.57	923	707	77%
2011-12	3.59	974	749	77%
2012-13	3.58	985	799	81%
2013-14	3.60	912	767	84%
2014-15	3.62	886	759	86%
2015-16	3.66	930	778	84%
2016-17	3.61	1,106	848	77%
2017-18*	3.62	1,071	815	76%
Fall 2018**	3.64	872	632	72%

Source: Strategic Analysis and Data Warehousing, accessed December 8, 2017.

Notes: *Academic year figures (Sept to Aug) for 2017-18 and **Fall 2018 figures were extracted with FGSR internal script from PeopleSoft Campus Solutions on January 23, 2019.

⁵ The Admission Grade Point Average (AGPA) is calculated from the grades on the most recent 60 course credits taken by the applicant. Please note that with the paper-based application system in use until December 2014, FGSR could only see the transcripts and calculate the AGPA for the applicants being offered admission. The AGPAs of the applicants who were not admitted is unknown.

Table 12. Course-based Master's average AGPA.

	Average AGPA	Applicants Admitted	Applicants Registered	Percentage Yield
2008-09	3.46	1,161	892	77%
2009-10	3.51	1,366	1,040	76%
2010-11	3.53	1,430	1,053	74%
2011-12	3.49	1,425	1,129	79%
2012-13	3.49	1,235	981	79%
2013-14	3.49	1,403	1,136	81%
2014-15	3.53	1,247	991	79%
2015-16	3.56	1,263	1,002	79%
2016-17	3.51	1,637	1,182	72%
2017-18*	3.53	1,688	1,235	73%
Fall 2018**	3.58	1,418	945	67%

Source: Strategic Analysis and Data Warehousing, accessed December 8, 2017.

Notes: *Academic year figures (Sept to Aug) for 2017-18 and **Fall 2018 figures were extracted with FGSR internal script from PeopleSoft Campus Solutions on January 23, 2019.

3. Convocation

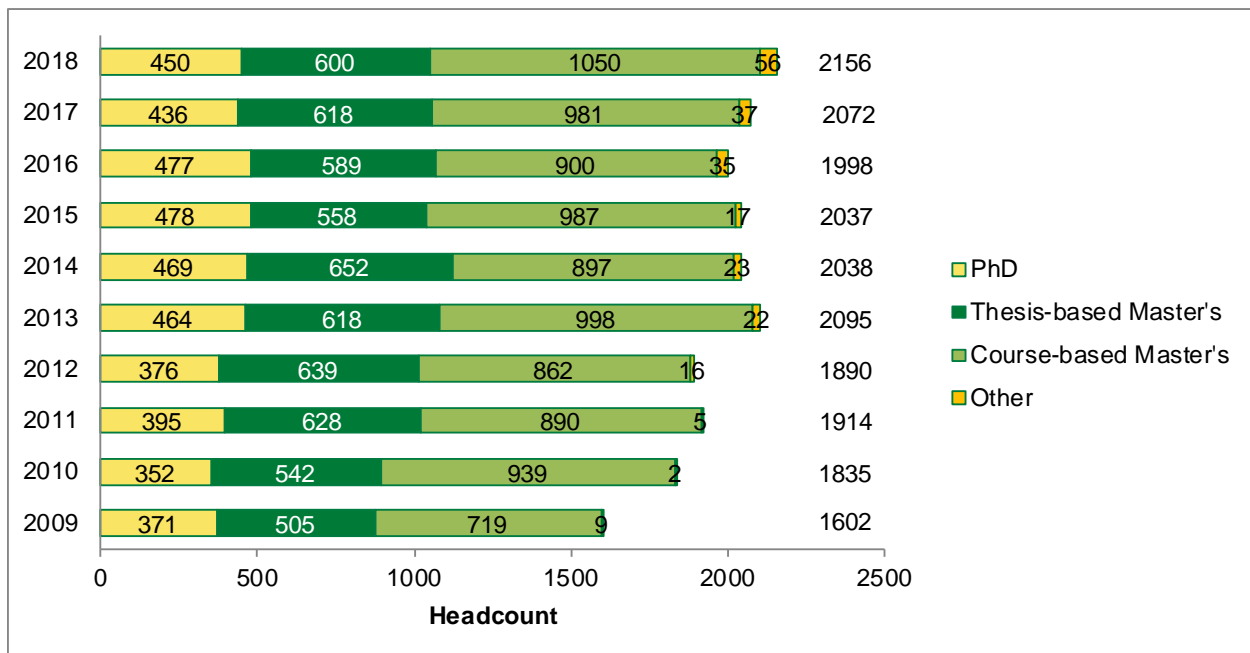
This section provides information on graduate degrees by graduating cohort, which includes all individuals who graduate in a given calendar year. The method used here provides the most accurate picture of completion times based on the information available to us.

It is also important to note that since convocation numbers are reported by calendar year, they cannot be precisely correlated with admissions, which operate on an academic year.

3.1. Graduate Degrees Granted

We convocated a record number of students in 2018 over the previous 10 years. The increase is led by convocants from course-based Master's degrees. The short time to completion for this category suggests the number of convocates will continue to rise in years to come.

Figure 16. Convocants by degree.



Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.

Notes: 1) convocation year = calendar year (January 1 to December 31); 2) includes June and November convocations of a particular year; 3) "other" includes qualifying, and visiting students as well as people registered in post-baccalaureate certificates or postgraduate diplomas.

3.2. Completion Times

Key metrics of program success include completion rates, completion times, and quality of experience. Sometimes these metrics can pull in different directions. For instance, since fall 2016, graduate students who are pursuing internships or similar opportunities have had the option to take professional leaves. Graduate students may also take medical, childbirth, parental and compassionate leaves.

As shown in Table 13, the average time to completion for doctoral students is just under six years and time for thesis-based Master's degrees just under three years. Completion times are influenced by several factors including program structure and the proportion of students pursuing their degree part-time. While the downward trend for Master's students is emerging, our doctoral program numbers remain at what is considered the high end for completing PhDs.

Completion times for course-based Master's programs have become somewhat shorter (Table 13), possibly because they have a higher proportion of international students, who consistently demonstrate shorter completion times (Table 14).

Table 13. Average completion time in years by degree type.

Convocation Year	PhD	Thesis-based Master's	Course-based Master's
2009	5.74	2.93	2.56
2010	6.01	2.87	2.41
2011	5.75	2.79	2.33
2012	5.74	2.81	2.39
2013	5.71	2.77	2.41
2014	5.60	2.79	2.35
2015	5.75	2.78	2.34
2016	5.71	2.84	2.40
2017 ⁶	5.71	2.83	2.41
2018	5.71	2.77	2.25

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.

Notes: 1) convocation year = calendar year (January 1 to December 31); 2) completion time calculated as: first term of attendance to milestone completion date; 3) time spent in an official leave of absence (LOA) has not been deducted from the total completion time; 4) excludes students in other program categories (qualifying and visiting students, and those registered in post-baccalaureate certificates or postgraduate diplomas).

As shown in Table 14, international graduate students complete their degrees faster than domestic students year over year, in every type of degree.

⁶ In 2017, a change in the methodology was used to calculate completion times. This new calculation measures individual students' completion time to the nearest month, rather than to the next full year. This updated method reflects a change being led by Strategic Analysis and Data Warehousing to reflect our graduate students' completion times more precisely.

Table 14. Average completion times in years by citizenship.

Convocation Year	PhD		MT		MC	
	Domestic	International	Domestic	International	Domestic	International
2009	5.82	4.94	3.05	2.65	2.60	2.17
2010	6.10	5.37	3.00	2.54	2.46	2.00
2011	5.88	4.96	2.90	2.59	2.44	1.82
2012	5.96	4.83	2.94	2.58	2.53	1.81
2013	5.92	5.01	2.96	2.51	2.54	1.79
2014	5.93	4.87	2.98	2.53	2.45	1.76
2015	6.03	5.10	3.01	2.55	2.49	1.73
2016	6.03	5.16	2.99	2.59	2.59	1.73
2017	6.16	5.10	2.95	2.66	2.58	1.74
2018	6.15	5.17	2.86	2.65	2.44	1.59

M-T = Thesis-Based Master's, M-C = Course-Based Master's (D=Domestic) (Int.=International),

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.

Notes: 1) convocation year = calendar year (January 1 to December 31); 2) completion time calculated as: first term of attendance to milestone completion date; 3) time spent in an official Leave of Absence (LOA) has not been deducted from the total completion time; 4) domestic = Canadian citizens and permanent residents; 5) international = students attending the university on a study/work visa at time of completion; (6) excludes students in other program categories (qualifying and visiting students, and those registered in post-baccalaureate certificates or postgraduate diplomas).

Tables 15 and 16 demonstrate increasing numbers of students in both PhD and thesis-based Master's programs taking leaves of absence. It is important to note that while the numbers of students taking leaves is increasing over the past 10 years, due to growth in enrolment over the same time period, the proportion of students taking leaves has remained constant for Master's programs and increased from 1% to 2% of enrolled students for doctoral students. We view leaves of absence as important measures of student-centred education, and the analysis below demonstrates that time on leave has increased only slightly.

Table 15. Average LOA (in years) by Degree Type

Convocation Year	PhD		M-T		M-C	
	Average LOA	Students on LOA	Average LOA	Students on LOA	Average LOA	Students on LOA
2009	0.62	19	0.90	13	0.87	18
2010	0.71	21	0.62	14	0.86	19
2011	0.68	30	0.61	14	0.89	12
2012	0.55	25	0.55	14	0.86	22
2013	0.79	31	0.77	13	0.82	15
2014	0.76	33	0.91	26	0.87	21
2015	0.69	39	0.55	19	0.99	24
2016	0.79	49	0.70	20	0.98	30
2017	0.84	44	0.72	24	0.99	25
2018	0.82	43	0.83	29	0.91	17

M-T = Thesis-Based Master's, M-C = Course-Based Master's (D=Domestic) (Int.=International),

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.

Notes: 1) convocation year = calendar year (January 1 to December 31); 2) LOA time in elapsed years; 3) Students on LOA = number of student who went on leaves of the total that convocated that year; (4) excludes students in other program categories (qualifying and visiting students, and those registered in post-baccalaureate certificates or postgraduate diplomas).

Table 16. Average LOA (in years) by National Status

Convocation Year	Overall		Domestic		International	
	Average LOA	Students on LOA	Average LOA	Students on LOA	Average LOA	Students on LOA
2009	0.79	50	0.81	36	0.50	14
2010	0.74	54	0.76	43	0.50	11
2011	0.71	56	0.71	44	0.50	12
2012	0.66	61	0.70	41	0.38	20
2013	0.79	59	0.82	36	0.64	23
2014	0.83	80	0.91	52	0.56	28
2015	0.74	82	0.79	44	0.56	38
2016	0.84	99	0.88	61	0.60	38
2017	0.85	93	0.93	50	0.58	43
2018	0.84	89	0.89	53	0.73	36

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.

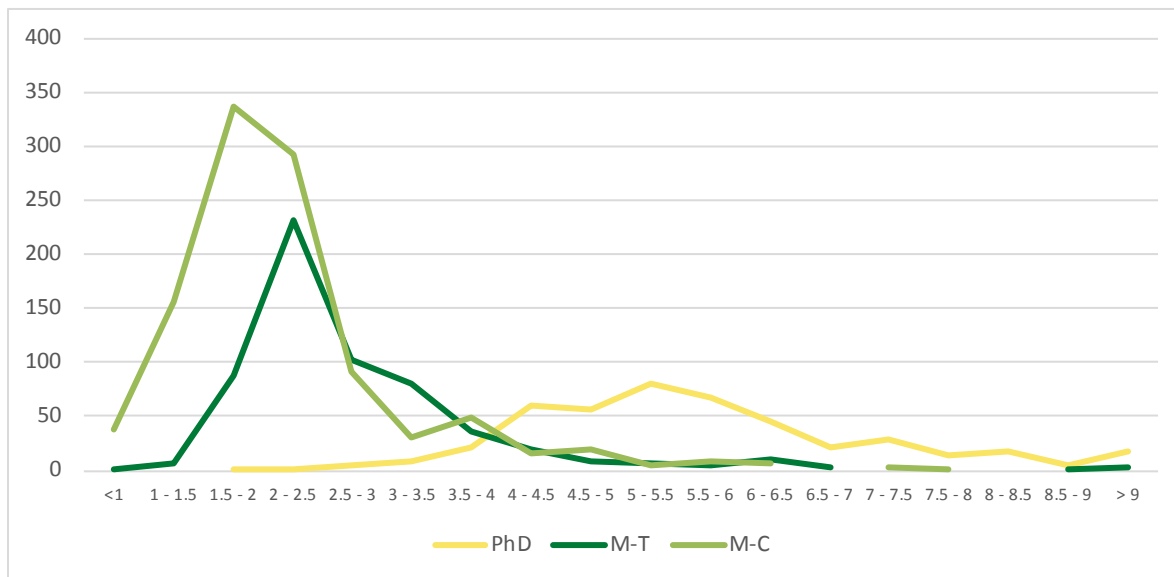
Notes: 1) convocation year = calendar year (January 1 to December 31); 2) LOA time in elapsed years; 3) Students on LOA = number of student who went on leaves of the total that convocated that year; 4) domestic = Canadian citizens and permanent residents; 5) international = students attending the university on a study/work visa at time of completion; (6) excludes students in other program categories (qualifying and visiting students, and those registered in post-baccalaureate certificates or postgraduate diplomas).

Many factors coalesce to determine average times to completion. While the average time to completion is a means to track overall, information about variability and range of completion patterns is lost. Figure 17 illustrates the distribution of completion times for 2018 convocants, in an effort to bring more clarity to the issue.

Not surprisingly, the trend is for the vast majority of Master's students to finish rapidly, with a longish tail that skews the average up (Figure 17). The PhD pattern is much flatter and illustrates well that many international students also go beyond the six-year time limit for their program, but less so in comparison to domestic students (Compare Figure 18 and Figure 19).

In reporting on and further exploring this data, we intend to compare the distributions to look for relationships between completion time and program, field of study, international vs domestic students, time to doctoral candidacy exam completion, and point of incompleteness. We hope this information will be a catalyst for a university-wide discussion about completion times and what actions are appropriate to improve them.

Figure 17. Completion Distribution by Degree - 2018

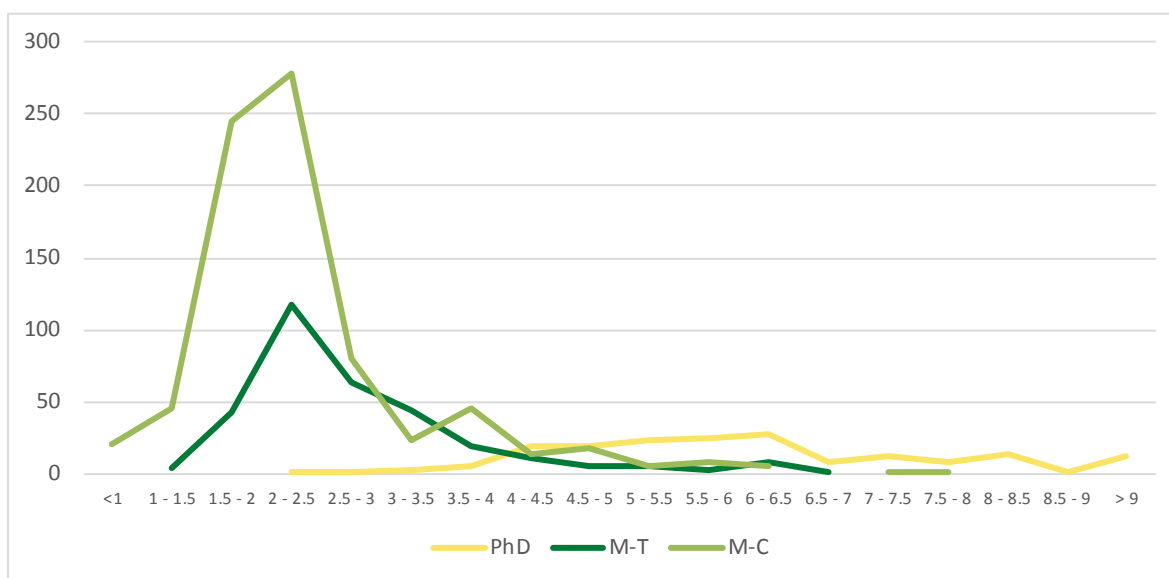


M-T = Thesis-Based Master's, M-C = Course-Based Master's

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.

Notes: 1) The figure represents the distribution of time to completion in elapsed years, including time taken on leaves of absences.

Figure 18. Domestic Completion Distribution by Degree - 2018

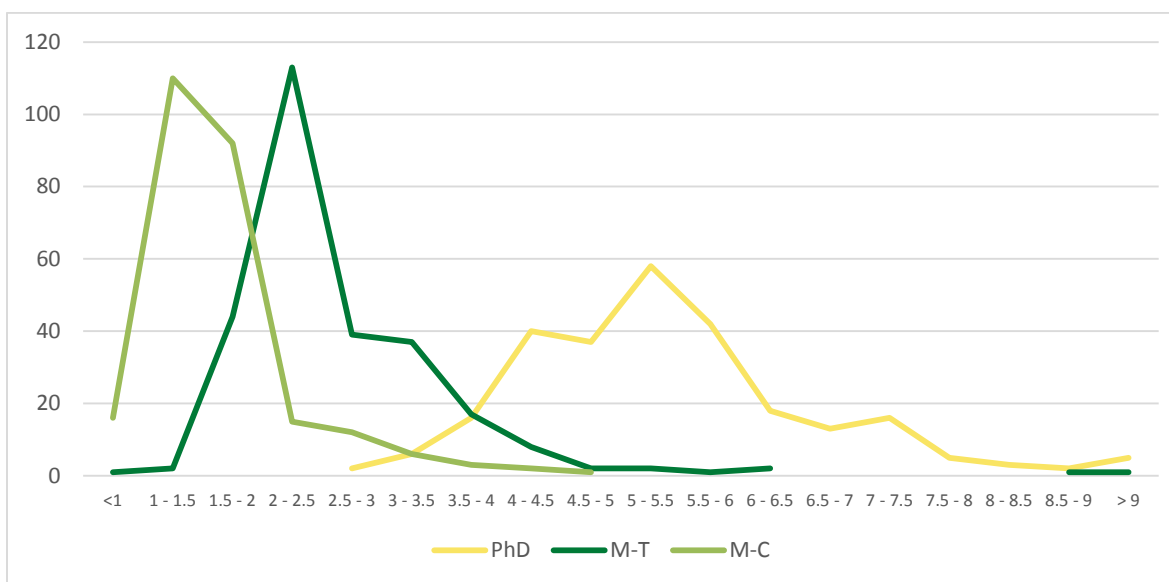


M-T = Thesis-Based Master's, M-C = Course-Based Master's

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.

Notes: 1) The figure represents the distribution of time to completion in elapsed years, including time taken on leaves of absences; 2) domestic = Canadian citizens and permanent residents of Canada.

Figure 19. International Completion Distribution by Degree – 2018



M-T = Thesis-Based Master's, M-C = Course-Based Master's

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.

Notes: 1) The figure represents the distribution of time to completion in elapsed years, including time taken on leaves of absences; 2) international = students attending the university on a study/work visa at time of admission.

3.3. Attrition and Completion Rates

To determine our completion and attrition rates, we first divide each cohort of graduate students starting in a given academic year into three groups: those who were still active as of the end of spring term; those who have convocated; and those who have left the university without any credential. Students currently recorded as active may either convocate or leave their program without a degree. Thus, attrition rates become increasingly premature as we move toward the present.

Table 17 presents doctoral attrition and completion rates. As noted above, we do not report the rates for cohorts that fall within the six-year completion time for a PhD. Tracking the absolute number of convocating, still active, and remaining students is useful to view over time, and that is why those figures have been reported here.

Doctoral attrition remains an area of concern, and improvement is a goal. More recent cohorts of 2010 to 2012 seem on track to reach the 80% mark. The recent efforts to improve the mentorship of students and financial supports for PhD students may yield improvement in this statistic in future years.

Table 17. Doctoral attrition and completion rates.

Year	Applicants Registered	Completed	Still Active	Program Not Completed	Attrition Rate	Completion Rate
1999-2000	424	302	0	122	29%	71%
2000-2001	393	300	0	93	24%	76%
2001-2002	439	343	0	96	22%	78%
2002-2003	469	377	0	92	20%	80%
2003-2004	498	417	0	81	16%	84%
2004-2005	472	362	2	108	23%	77%
2005-2006	462	369	2	91	20%	80%
2006-2007	513	409	1	103	20%	80%
2007-2008	519	419	7	93	18%	81%
2008-2009	532	452	4	76	14%	85%
2009-2010	583	472	24	87	15%	81%
2010-2011	557	429	48	80	14%	77%
2011-2012	539	383	75	81	15%	71%
2012-2013	585	317	167	101	17%	54%
2013-2014	535	176	305	54	N/A	N/A
2014-2015	533	55	424	54	N/A	N/A
2015-2016	533	5	471	57	N/A	N/A
2016-2017	514	1	481	32	N/A	N/A
2017-2018	506	0	489	17	N/A	N/A
Fall 2018*	348	0	345	3	N/A	N/A

*Fall term data only.

Source: Extracted from PeopleSoft; internal script, accessed January 24, 2019.

Note: figures are calculated taking into account the convocant's program at the time of admission, which has implications for students who move from Master's to PhD programs without formally reapplying (and, conversely, for students who are repositioned in Master's programs from the doctoral programs they entered, usually as a result of a failed candidacy exam).

In general, Master's completion rates remain between 84% and 90% (Tables 18 and 19). Over the past 10 years, average completion times for thesis-based and course-based Master's degrees, respectively are approximately 2.8 years and 2.4 years. We have not reported attrition and completion rates for cohorts within the average three-year completion time of a Master's degree.

Table 18. Thesis-based Master's attrition and completion rates.

Year	Applicants Registered	Completed	Still Active	Program Not Completed	Attrition Rate	Completion Rate
1999-2000	538	453	0	85	16%	84%
2000-2001	526	463	0	63	12%	88%
2001-2002	564	484	0	80	14%	86%
2002-2003	628	546	0	82	13%	87%
2003-2004	620	538	0	82	13%	87%
2004-2005	592	509	0	83	14%	86%
2005-2006	574	487	0	87	15%	85%
2006-2007	589	505	0	84	14%	86%
2007-2008	632	533	0	99	16%	84%
2008-2009	667	587	1	79	12%	88%
2009-2010	752	680	1	71	9%	90%
2010-2011	629	568	1	60	10%	90%
2011-2012	693	614	5	74	11%	89%
2012-2013	697	612	10	75	11%	88%
2013-2014	656	565	23	68	10%	86%
2014-2015	643	527	53	63	10%	82%
2015-2016	676	480	147	49	7%	71%
2016-2017	763	182	546	35	N/A	N/A
2017-2018	788	2	765	21	N/A	N/A
Fall 2018*	634	0	631	3	N/A	N/A

*Fall term data only.

Source: Extracted from PeopleSoft; internal script, accessed January 24, 2019.

Notes: (1) figures are calculated taking into account the convocant's program at the time of admission; (2) excludes students in other program categories (qualifying and visiting students, and those registered in post-baccalaureate certificates or postgraduate diplomas).

Table 19. Course-based Master's attrition and completion rates.

Year	Applicants Registered	Completed	Still Active	Program Not Completed	Attrition Rate	Completion Rate
1999-2000	536	453	0	83	15%	85%
2000-2001	512	457	0	55	11%	89%
2001-2002	547	477	0	70	13%	87%
2002-2003	618	540	0	78	13%	87%
2003-2004	728	627	0	101	14%	86%
2004-2005	716	646	0	70	10%	90%
2005-2006	670	601	1	68	10%	90%
2006-2007	744	651	1	92	12%	88%
2007-2008	892	790	1	101	11%	89%
2008-2009	904	802	1	101	11%	89%
2009-2010	1,044	921	1	122	12%	88%
2010-2011	1052	945	2	105	10%	90%
2011-2012	1113	1017	4	92	8%	91%
2012-2013	1003	896	11	96	10%	89%
2013-2014	1147	1014	36	97	8%	88%
2014-2015	1008	889	57	62	6%	88%
2015-2016	1002	711	227	64	6%	71%
2016-2017	1188	496	613	79	N/A	N/A
2017-2018	1224	44	1133	47	N/A	N/A
Fall 2018*	943	0	939	4	N/A	N/A

*Fall term data only.

Source: Extracted from PeopleSoft; internal script, accessed January 24, 2019.

Notes: (1) figures are calculated taking into account the convocant's program at the time of admission; (2) excludes students in other program categories (qualifying and visiting students, and those registered in post-baccalaureate certificates or postgraduate diplomas).

4. Closing Remarks

Graduate education at the University of Alberta is healthy and continuing to evolve. From an admissions perspective, demand for our programs from qualified applicants continues to exceed capacity, with roughly one quarter of those who apply granted admission. Average times to complete all degrees remain fairly consistent with previous years, and our overall completion rates remain strong.

Perhaps as a result of the ever-changing geo-political climate and the reputation of the University of Alberta, qualified international student applications are rapidly rising year over year, allowing us to select the best students and to maintain the benefits of a learning environment that embraces global citizenship and both international and inter-cultural collaboration. Consistently year over year, our international students, who account for over one third of our graduate students, demonstrate average completion times about one year shorter than their domestic counterparts. As international graduate applications and enrolments continue to decline at American institutions⁷, our trend of increasing international applications and enrolments enables us to select top students to participate in our graduate programs.

We are also pleased to report that enrolment of Indigenous students from within Canada is increasing every year. The proportion of graduate students who self-identify as First Nations, Métis or Inuit is 2.5%. Through supporting all faculties in recruiting and fully engaging Indigenous students via aligning our approach with the calls to action of the Truth and Reconciliation Commission, our hope is to continue to grow toward alignment with the Alberta population's 6.5% proportion⁸.

Professional, course-based Master's degrees are our fastest growing segment, and this year is the first year that their enrolment exceeds that of our doctorate programs. As the university responds to the growing demand for programming for life-long learners and new flexibility in the tuition framework to build programs for working professionals, we expect to see growth in enrolment in certificates and perhaps alter registration patterns in the course-based programs open to laddering in of certificates.

As we look to the future, we have identified some focus areas to invest effort into as we continue to support the research intensity and student experience of our graduate programs. We are continuing to refine our analysis of time to completion in the interest of informing future policy decisions that enable student success. As we explore a minimum funding guarantee for doctoral students, make changes to minimum standards in English Language proficiency, and implement guaranteed tuition for international students starting in fall 2020 (in the interest of both continuous improvement and alignment with regulation), we will continue to assess the impacts on both our applicant pool and yield rates.

⁷ *International Graduate Applications and Enrollment: Fall 2018*, Hironao Okahana and Enyu Zhou, Council of Graduate Schools (February 2019)

⁸ Statistics Canada: Total population by Aboriginal identity and Registered or Treaty Indian status, Alberta, 2016 Census

5. Appendix

Table 20. Graduate Enrolment by Degree Type

Degree	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
PhD	2,585	2,794	2,907	2,952	3,069	3,020	2,975	2,777	2,732	2,763	2,730
Thesis- based Master's	2,044	2,128	2,183	2,200	2,207	2,217	2,128	1,966	2,051	2,133	2,178
Course -based Master's	1,990	2,124	2,167	2,242	2,197	2,272	2,329	2,325	2,498	2,582	2,853
Other	76	105	89	80	125	155	140	136	177	190	210
Total	6,695	7,151	7,346	7,474	7,598	7,664	7,572	7,204	7,458	7,668	7,971

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.

Notes: 1) Other = students in post Master's and post-baccalaureate certificates, postgraduate diplomas, qualifying, special graduate, and visiting students; 2) Students who have FGSR listed as their department are included.

Table 21. Domestic Graduate Admissions

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18*	2018-19**
Applications	3,830	4,103	4,051	4,604	4,597	4,352	3,994	4,312	4,348	3,886
Applicants Admitted	1,926	1,938	1,952	1,884	1,938	1,735	1,796	2,230	2,130	1,791
Applicants Registered	1,673	1,617	1,660	1,633	1,686	1,512	1,578	1,799	1,769	1,408

Source: Strategic Analysis and Data Warehousing, December 1, 2017 archive, accessed December 8, 2017.

Notes: 1) *Academic year figures (Sept to Aug) for 2017-18, extracted with FGSR internal script from PeopleSoft Campus Solutions on January 15, 2019. 2) **Provisionary academic year figures (Sept to Aug) for 2018-19, extracted with FGSR internal script from PeopleSoft Campus Solutions on January 15, 2019; 3) Domestic students = Canadian citizens and Permanent residents.

Table 22. International Graduate Admissions

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18*	2018-19**
Applications	4,321	5,264	5,497	5,778	5,282	5,094	5,025	5,368	9,623	10,045
Applicants Admitted	1,435	1,326	1,341	1,314	1,246	1,243	1,231	1,448	1,636	1,796
Applicants Registered	906	840	875	939	916	918	874	893	1,056	1,075

Source: Strategic Analysis and Data Warehousing, December 1, 2017 archive, accessed December 8, 2017.

Notes: 1) *Academic year figures (Sept to Aug) for 2017-18, extracted with FGSR internal script from PeopleSoft Campus Solutions on January 15, 2019. 2) **Provisionary academic year figures (Sept to Aug) for 2018-19, extracted

with FGSR internal script from PeopleSoft Campus Solutions on January 15, 2019; 3) International students = students attending the university on a study/work visa.

Table 23. Doctoral degree, fall headcount by Faculty

Faculty	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
ALES	237	230	221	220	214
Arts	452	413	412	394	385
Business	51	45	46	49	52
Education	295	257	246	255	251
Engineering	711	678	679	709	728
Extension					
Faculté Saint-Jean					
Faculty of Native Studies				5	14
Kinesiology, Sport, and Rec.	55	56	49	58	49
Law	7	7	8	7	5
Medicine and Dentistry	340	342	329	308	282
Nursing	68	64	68	66	67
Pharmacy	32	32	28	23	26
Public Health	45	50	47	57	46
Rehabilitation Medicine	36	37	35	45	48
Science	646	566	564	567	563
Total	2,975	2,777	2,732	2,763	2,730

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.

Table 24. Master's degree, fall headcount by Faculty.

Faculty	Fall 2014			Fall 2015			Fall 2016			Fall 2017			Fall 2018		
	M-T	M-C	Total	M-T	M-C	Total	M-T	M-C	Total	M-T	M-C	Total	M-T	M-C	Total
ALES	261	21	282	244	22	266	255	35	290	254	39	293	257	40	297
Arts	269	90	359	240	81	321	255	87	342	258	67	325	265	57	322
Business	1	543	544		558	558		556	556	0	572	572	0	668	668
Education	80	546	626	70	567	637	70	576	646	65	529	594	62	584	646
Engineering	545	93	638	527	36	563	544	111	655	557	235	792	566	310	876
Extension	1	54	55		54	54	8	52	60	15	39	54	16	35	51
Faculté Saint-Jean	13	16	29	8	20	28	5	13	18	10	18	28	7	12	19
Faculty of Native Studies	7		7	12		12	20		20	12		12	12	0	12
Kinesiology, Sport, and Rec.	49	18	67	44	18	62	41	15	56	41	17	58	42	27	69
Law	4		4	5		5	5	1	6	4		4	5	0	5
Medicine and Dentistry	281		281	260	2	262	277	4	281	296	4	300	307	4	311
Nursing	29	47	76	20	45	65	18	36	54	18	32	50	22	52	74
Pharmacy	17		17	18		18	22		22	20		20	19	0	19
Public Health	100	144	244	80	131	211	71	120	191	68	119	187	69	128	197
Rehabilitation Medicine	39	667	706	48	680	728	49	779	828	51	787	838	39	783	822
Science	432	90	522	390	111	501	411	113	524	464	124	588	490	153	643
Total	2,128	2,329	4,457	1,966	2,325	4,291	2,051	2,498	4,549	2,133	2,582	4,715	2,178	2,853	5,031

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.

Note: M-T = thesis-based Master's, M-C = course-based Master's.

Table 25. Professoriate numbers by Faculty

Faculty/Unit	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Agricultural Life & Envir Sc	104	108	111	113	108	110
Arts	347	319	322	323	320	310
Alberta School of Business	73	74	72	71	71	69
Education	109	100	104	107	111	108
Engineering	200	194	201	204	208	218
Extension	17	16	17	15	17	16
Campus Saint-Jean	30	25	29	30	30	32
Native Studies	8	8	10	11	11	14
Physical Ed & Recreation	43	39	38	41	38	37
Law	32	29	27	28	28	32
Medicine & Dentistry	635	627	643	644	636	627
Nursing	51	49	47	47	45	45
Pharmacy & Pharmaceutical Sc	20	20	22	24	22	19
School of Public Health	28	25	26	27	25	24
Rehabilitation Medicine	48	42	44	44	42	41
Science	300	288	286	288	288	294
Total	2045	1963	1999	2017	2000	1996

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.

Notes: 1) information reflects faculty with Active, Leave With Pay, or Leave of Absence statuses on October 1 of each respective year; 2) contingent faculty, administrative faculty, and faculty on long-term disability are not captured; 3) Medicine and Dentistry figures also include contingent faculty members, who represent (on average for the past 5 years) 66.3% of the total professoriate figures.



October 10, 2018

To: Interim Vice-Provost and Dean, Deborah Burshtyn (FGSR), Members of the Council of FGSR, Graduate Scholarship Committee

From: Bryan Hogeveen, Interim Vice-Dean (FGSR)
Chair, Graduate Scholarship Committee

Subject: Report of the Graduate Scholarship Committee

I am pleased to submit the 2017-2018 report of the Graduate Scholarship Committee (GSC). Again this year, the GSC has continued to offer a stable, multi-disciplinary and experienced committee that strives for the equitable, transparent and efficient adjudication of graduate awards.

The GSC is responsible for several key tasks. These include:

- Selecting and/or approving recipients of graduate awards offered by the University of Alberta and administered by the FGSR.
- Reviewing all applications forwarded from departments for Tri-Council competitions (i.e. Vanier scholarships and the Michael Smith Foreign Study Supplement).
- Selecting and submitting a list of recommended applicants to the national selection committees according to the quotas assigned.
- Reviewing all applications submitted by students or forwarded from departments for other external competitions (i.e. the Pierre Elliott Trudeau Foundation Doctoral Scholarships and the W.L. Mackenzie King Memorial Scholarships).
- Approving the terms and conditions of all new graduate awards, scholarships and bursaries at the University of Alberta.

As chair of the GSC, I want to acknowledge the overwhelming number of exceptional applications that were received and reviewed by the Committee again this year. Adjudicators frequently expressed their admiration for the accomplishments and acumen of University of Alberta graduate students.

I would like to express my sincere gratitude and appreciation to the GSC for their collegiality and for diligently pouring over the applications received by the Awards Advisors at the FGSR. Scholarship, prize, medal and award applications are normally read by at least two GSC members and then discussed by a final adjudication committee. Every adjudication meeting was overseen by the GSC chair, Bryan Hogeveen. The GSC performs a vitally important function that supports graduate students and the wider university community. Through the scholarships and awards administered by the FGSR approximately \$26 million was distributed to 2700 University of Alberta graduate students in 2017-2018. The FGSR Awards Team received over 4700 award applications and nominations. This translates into each team member handling approximately 900 applications.



As of October 2018, 61 faculty members were assigned to the GSC (15 from CIHR areas, 20 from NSERC and 26 representing SSHRC). This hard working group reviewed 1595 applications in 63 competitions. It was my sincere pleasure to express the FGSR's gratitude for their service through a memo directed to the members' respective department chairs or Deans where appropriate. Please see Appendix A for a full listing of GSC members as of October 2018.

University of Alberta graduate students were once again successful in the 2018 Tri-Council competitions. The FGSR received 92 applications for the 2018 SSHRC Doctoral Competition, which is 10 over the number from last year. The University of Alberta assigned quota to be sent to Ottawa for final adjudication was 68. Of the number forwarded to the national competition 25 applications were funded (37%). Eighty-seven NSERC doctoral applications were received by the FGSR and 84 were sent to Ottawa. Forty of these applications were funded for a success rate of 48%. The Vanier Canada Graduate Scholarship is one of the most prestigious scholarships available to graduate students at Canadian institutions. It is open to both Canadian and international students. Students who demonstrate academic excellence, leadership and research potential are rewarded with \$50,000 for a maximum of three years. The FGSR received 45 Vanier applications this year. Thirty-three applications were forwarded to Ottawa for final adjudication and we are pleased to report that 10 remarkable PhD students were recognized by the national adjudication committee.

The Trudeau Scholarship is similarly distinguished graduate scholarship. This year, the Trudeau Foundation awarded 15 scholarships to graduate students from across Canada. We are delighted to announce that 2 University of Alberta students (Billy-Ray Belcourt (English and Film Studies) and William Schultz (Sociology)) were successful in this competition. The FGSR is extremely proud of all of the exceptional students who call the University of Alberta home. Please see Appendix B for a full listing of scholarships, awards and prizes adjudicated in 2017-2018.

The FGSR is dedicated to supporting and mentoring graduate students who apply for Tri-Council funding. This year the FGSR Awards Team led several workshops to buoy students' applications. On behalf of the FGSR and the GSC I would like to acknowledge the hard work and dedication of Patricia Smith and the entire Awards Team who were instrumental in recruiting speakers, scheduling seminars and advertising these events. Workshop participants received expert instruction from the GSC, National Tri-Council Adjudication Committee members and students who were successful in winning national awards.

Toward strengthening students' Vanier applications, the FGSR experimented with hosting a scholarship writing bootcamp this year. Held on two consecutive days in September, the FGSR provided space, tutelage, and writing support from the Student Success Centre (as well as cookies and coffee). Space in the bootcamp filled up almost immediately and students who participated were overwhelming positive about the experience. We intend to not only continue to offer the writing bootcamps in the future to Vanier applicants, but plan to expand the pilot to include Tri-Council applicants.

Approving new awards and scholarships is a key function of the GSC. To date, 37 new awards have been received and accepted. Please see Appendix C for a full list of new awards, scholarships and bursaries approved by the GSC in 2017-2018.

Looking forward to the coming year, the GSC and the FGSR Awards Team will once again be a tremendously busy group. We have a number of initiatives that are currently underway that will help to ensure that the administration of Awards at the University of Alberta continues to be as efficient and equitable as possible. For example, and in-line with other initiatives already underway at the University, the GSC will strike a working group that will consider issues of equity, diversity and inclusion in the awards



process. We will also be considering alternative strategies for populating the GSC. Further, we will be working with the Government of Alberta and advocating for graduate students as the former contemplates sweeping changes to their suite of scholarships and awards. Shortly, GSMS (Graduate Student Management System) Phase II will be fully implemented. Many members of the GSC assisted with the initial design and creation of this software solution. Once on-line, GSMS will streamline awards processes, reduce redundancies and improve communication.

The GSC is deeply indebted to the professionalism, meticulousness and expertise of the FGSR Awards Advisors. Patricia Smith (Interim Awards Supervisor), Christine Camba, Dana Dragon-Smith, Michelle Graham, Ling Jiang, Coreen Neilson, Jennifer Parkatti and Emma Sheppard have provided professional support that has buoyed the GSC throughout the year. They have patiently and assiduously gathered scholarship applications, contacted students regarding missing information, disseminated applications to the GSC and scheduled adjudication times. This group is the reason the GSC functions. Their invaluable service to the University of Alberta community is sincerely appreciated.

Please feel free to contact me with any questions related to this report. I will be happy to provide you with details wherever possible.

Sincerely,

A handwritten signature in black ink, appearing to read "Bryan Hogeveen".

Bryan Hogeveen, Ph.D
Interim Vice-Dean, FGSR
Chair, Graduate Scholarship Committee

Appendix A: GSC Members by Tri-Council Affiliation**CIHR Members**

Name	Department
Churchill, Thomas	Surgery
Colbourne, Fred	Psychology
Dennison, Christopher	Mech Eng
Flood, Patrick	Dentistry
Foley, Edan	Med Microbiology & Immunology
Fujiwara, Esther	Psychiatry
McMurty, Sean	Medicine
Persad, Sujata	Pediatrics
Posse de Chaves, Elena	Pharmacology
Prado, Carla	AFNS
Richard, Caroline	AFNS
Senthilselvan, Sentil	Public Health
Simmen, Thomas	Cell Biology
Underhill, Alan	Oncology
Wilman, Alan	Biomedical Engineering

NSERC Members

Name	Department
Adeeb, Samer	Civil & Environmental Eng
Frolov, Valeri	Physics
Gaenzle, Michael	AFNS
Gupta, Manisha	Electrical & Comp Eng
Jaeger, Wolfgang	Chemistry
Jung, Jan	Physics
Landhäuser, Simon	AFNS
Le, Lawrence	Radiology & Diagnostic Imaging
Leighton, Lindsey	Earth & Atmospheric Sciences
Locke, John	Biological Sciences
Nychka, John	Chemical & Materials Eng
Prasad, Vinay	Chemical & Materials Eng
Prus-Czarnecki, Andrzej	Physics
Putkaradze, Vakhtang	Mathematics & Statistical Sciences
Rafiei, Davood	Computing Science
Reformat, Marek	Electrical & Comp Eng
Rivard, Eric	Chemistry
Sadrzadeh, Mohtada	Mechanical Eng
Ullah, Aman	AFNS
Vette, Albert	Mechanical Eng

SSHRC Members

Bracken, Christopher	English & Film Studies
Causgrove Dunn, Janice	Kinesiology, Sport, & Recreation
Couture, Selena	Drama
Dixon, Peter	Psychology
Galovan, Adam	Human Ecology
Gehman, Joel	Business
Greer, Joan	Art & Design
Grekul, Jana	Sociology
Hasmath, Reza	Political Science
Hurley, Natasha	English & Film Studies
Jarvikivi, Juhani	Linguistics
Kaler, Amy	Sociology
Krogman, Naomi	AFNS
Markula-Denison, Pirkko	Kinesiology, Sport, & Recreation
McDougall, Ann	History & Classics
Meagher, Michelle	Women's and Gender Studies
Moore, Sarah	Business PhD
Moshaver, Maryam	Music
Ruetalo, Victoria	MLCS
Smith, Malinda	Political Science
Smith, Veronica	Educational Psychology
Sousa, Jorge	Educational Policy Studies
Spalding, Thomas	Psychology
Stelmach, Bonnie	Ed Policy Studies
Tardif, Guillaume	Music
Varsava, Jerry	English & Film Studies

Appendix B: List of Awards Adjudicated by Graduate Scholarship Committee

<u>Competition</u>	<u># adjudicated by GSC</u>	
AITF - Doctoral	139	48 - Nano, 57 - ICT, 34 - Omics
AITF - Masters	60	15 - Nano, 23 - ICT, 22 - Omics
Andrew Stewart Memorial Graduate Prize	113	
Anthony Fellowship in Human Nutrition	2	
Benita (Mayers) and Orville Fifield Scholarship in Sexual Health	14	
Bereavement Society of AB Grad Awd	0	(2 winners, 2 applications - no need for adjudication)
Bill Shostak Wildlife Awd	3	
BMO Financial Group Graduate Scholarship	50	
CAGS/UMI Distinguished Dissertation Award	5	
Canada Graduate Scholarship - Master's (CIHR, NSERC and SSHRC Competitions)	242	49 - CIHR, 116 - NSERC, 77 - SSHRC
Catherine Jugdutt Memorial Grad Scholarship for Excellence in Cancer Research	7	
Charlotte Pokotilo Ovarian Cancer Research Award	2	
Chinese Graduates Association of Alberta Graduate Scholarship	11	
City of Edmonton Graduate Fellowship	4	
Course-Based Master's Recruitment Scholarship	10	
Delta Delta Delta Alumnae Fellowship	33	
Devendra Jindal Graduate Scholarship	6	
Diane Elizabeth Cossins Mem Grad Schp in Criminology	2	
Dick Peter Graduate Scholarship	6	
Don McColl Grad Scholarship	4	
Dr EW Gauk-Westfield Award	6	
Dr Gary McPherson Leadership Scholarship	26	
Dr Michael E. Stiles Grad Scholarship	3	
Dr William A Fuller Memorial Graduate Scholarship	14	
Edward Chang Memorial Graduate Scholarship	10	
Ellie Swart Memorial Graduate Scholarship in Classics	2	
Engineering Graduate Travel Award	3	
Evelyn and Gene Norville Memorial Graduate Scholarship in Rehabilitation Medicine	3	
Evelyn Kline Memorial Award in Community Development	3	



FACULTY OF GRADUATE STUDIES AND RESEARCH

Friends of the Faculty of Graduate Studies and Research Scholarship	42	
Governor General Gold Medal	15	Fall 2017 - 9, Spring 2018 - 6
GRA Rice Grad Scholarship in Communications	9	
Gwendolyn Ewan Grad Scholarship	2	
Henry Kreisel Scholarship in Canadian Literature	2	
Henry Kroeger Memorial Graduate Scholarship	6	
Indigenous Graduate Award	6	Winter 2018 competition
Ivy A Thomson and William A Thomson Graduate Scholarship	53	
Izaak Walton Killam Memorial Scholarship	160	
Jean Isabel Soper Memorial Graduate Scholarship in Science	6	
Joan Shore Mem Schp in Graduate Studies	3	
John and Patricia Schlosser Environment Scholarship	11	
John & Rose McAllister Grad Scholarship	0	(2 winners, 2 applications - no need for adjudication)
John Hoddinott and Carole Solberg Graduate Teaching Award	2	
Jong and Sunjoo Lee Grad Schp in Engineering	2	
Mackenzie King Open & Travelling Scholarship	16	
Marie Arnold Cancer Research Graduate Scholarship	11	
Martin J Paetz Grad Awd	2	
Mary Shore Grad Scholarship	3	
Michael Smith Foreign Studies Supplement (NSERC and SSHRC competitions)	5	
Myer Horowitz Graduate Students' Association Graduate Scholarship	42	
Nestor and Sue Cebuliak Grad Awd	0	(2 winners, 2 applications - no need for adjudication)
NSERC Doctoral Awards Competition	5	# of applications received was just over the quota; only low gpa applications were adjudicated; 84 eligible applications were forwarded
Pansy and George Strange Graduate Scholarship	31	
Pierre Elliott Trudeau Foundation Doctoral Scholarship	16	
Rudelle Hall Graduate Scholarship	2	
SSHRC Doctoral Awards Competition	92	
SSHRC Impact Talent Award	7	
Stefan and Pelagia Wychowanec Graduate Scholarship	0	(only 1 eligible nominee, not adjudicated)
The Faculty Club/Dr William A (Bill) Preshing	42	



FACULTY OF GRADUATE STUDIES AND RESEARCH

Graduate Scholarship		
Thelma R Scambler Scholarship	10	
Thesis-Based Master's Recruitment Scholarship (3 rounds of competition)	114	Round 1=22, Round 2=49, Round 3=43
UofA Centenary Graduate Award	30	
Vanier Graduate Scholarship (CIHR, NSERC and SSHRC competitions)	45	15 - CIHR, 13 - NSERC, 17 - SSHRC
WAGS/ProQuest Distinguished Master's Thesis Award	2	
Walter and Edith (Hughes) Fryers Graduate Scholarship	12	
William Rea Scholarship	6	
TOTAL ADJUDICATED	<u>1595</u>	

Appendix C: New Awards Approved by the GSC

Award Name	Eligibility Requirements
John Thibault Memorial Graduate Award in Virology	Awarded to students with satisfactory academic standing registered in any graduate degree program in the Department of Microbiology and Immunology in the Faculty of Medicine and Dentistry, whose research focuses on virology. Preference given to a student who plays an active role in the Departmental community. Selection based on academic standing and the relevance of the proposed research. This award is intended to be used to fund travel to a conference.
William B McCormack Writing Prize in Chemistry	Awarded annually to a student registered full-time in any year of a graduate degree in the department of Chemistry in the Faculty of Science. Preference will be given to a student who published a paper on the McCormack Research or in the area of organic chemistry. Selection based on academic standing.
Professor Mian Muhammad Afzal International Graduate Scholarship in Education	Awarded annually to a student with superior academic achievement and registered full-time in a graduate degree program. Preference will be given to a student in any year of studies. Selection will be based on academic achievement. This scholarship will be given for students on a Study Permit or with Permanent Resident status.
Rehabilitation Medicine Students' Association Award	Awarded to students with satisfactory academic standing who registered full time in any graduate program in the Faculty of Rehabilitation Medicine. Selection based on academic achievement and demonstrated involvement in volunteer work, extra-curricular activities, and promotion of the profession and/or the Faculty within the community. Recipients must be a member of the Rehabilitation Medicine Students' Association.
Linda V Olsen Bursary	Awarded to a student with satisfactory academic standing registered full-time in any year of a graduate degree in the Department of Political Science in the Faculty of Arts. Selection based on demonstrated financial need. This bursary will be awarded to an international student on a study permit.
Marcy Lynn McCaw (Heschuk) Memorial Graduate Award in Physical Therapy	Awarded to a student with satisfactory academic standing registered full-time in any year of a graduate degree in the Department of Physical Therapy in the Faculty of Rehabilitation Medicine. Preference is given to students with demonstrated involvement in University of Alberta student athletics as either an undergraduate or graduate student. If multiple students meet all other stated criteria, demonstrated involvement in breast cancer rehabilitation activities and/or in fitness-related activities in the community may be taken into consideration. Selection is based on academic achievement, and demonstrated involvement in athletics and sports.

Verna Tate Graduate Scholarship in Science	Awarded to a student with superior academic achievement registered in any year of a graduate degree in Computing Science in the Faculty of Science. Selection based on academic achievement. Awarded to students identifying as female. If there are no suitable students in Computing Science, students identifying as female in any year of a graduate degree in Mathematical and Statistical Sciences may be considered.
Centennial Graduate Scholarship in Integrated Petroleum Geosciences	Awarded annually to a student entering the Integrated Petroleum Geosciences graduate degree program (B.Sc. degree with Honours or Specialization in Geology).
Heng-Joo and Ku-Leong Ng Graduate Scholarship in Chemical and Materials Engineering	Awarded annually to a student with superior academic achievement that registered in any year of a graduate degree program in the Department of Chemical and Materials Engineering. Selection based on academic achievement and demonstrated outstanding research ability and potential. This scholarship may not be held concurrently with another award at the University of Alberta valued at \$13,000 or greater.
Heng-Joo and Ku-Leong Ng Bursary in Engineering	Awarded to students on a Study Permit with satisfactory academic standing enrolled in any year of an undergraduate or graduate degree in the Faculty of Engineering. Selection based on demonstrated financial need.
ALTIF Graduate Award in Entrepreneurship and Innovation	Awarded to a student with GPA of 3.0 or greater registered full-time in a graduate degree in the Alberta School of Business, whose studies include or focus on commercialization of products, goods and/or services, with preference given to technologies in the life sciences sector. Preference given to students with demonstrated participation in athletic and/or community organizations. Selection based on academic achievement and demonstrated interest in commercialization and innovations of these technologies.
Edith and Gunnar Poulsen Bursary	Awarded to students who are Alberta residents from rural communities with satisfactory academic standing enrolled in the second, third or fourth year of an undergraduate or graduate degree. Selection based on demonstrated financial need.
Evelyn Maier Graduate Award in Business	Awarded to a student with satisfactory academic standing registered full- or part-time in any year of a Master of Business Administration degree in the Alberta School of Business. Preference given to a student with a background in Nursing. Selection based on extra-curricular volunteer and/or community activities that demonstrate leadership traits and character, and academic achievement. This award will be awarded to a student who identifies as female.
Michael Maier Graduate Scholarship in Accounting	Awarded to a student with superior academic achievement registered full-time in any year of a Master of Accounting degree in the Alberta School of Business. Selection based on academic achievement.

Graduate Award in Oncology	Awarded to a student with satisfactory academic standing registered full-time in any year of a graduate degree in the Department of Oncology - Cancer Sciences. Preference given to students engaged in research on the role of fatty acid binding proteins and their ligands in glioblastoma, breast cancer or other cancers at the Cross Cancer Institute. Selection based on academic achievement and demonstrated research potential and/or ability. Receipt of funding for the second year is contingent upon satisfactory academic standing, and continuation in a graduate degree in the Department of Oncology - Cancer Sciences
Michele and Terrence Veeman Graduate Scholarship in Agricultural, Food, and Resource Economics	Awarded to a student with superior academic achievement registered full- or part-time in any year of a graduate degree in the Department of Resource Economics and Environmental Sociology, whose research focuses on Agricultural, Food, and/or Resource Economics. Selection based on academic achievement and scholarly promise.
Lorna and Alan Stickel Graduate Scholarship	Awarded to a student with superior academic achievement registered full-time in any year of a graduate degree in the Faculty of Science whose area of research is Human Geography or Urban & Regional Planning. Preference given to students in a Master degree. Selection based on academic achievement and demonstrated research potential and/or ability. This scholarship is awarded to students who identify as female. Granted for two years; renewal is conditional on FGSR receiving a satisfactory progress report.
Teresa Brychcy Graduate Award in Genetics	Awarded to a student with GPA of 3.0 or greater registered full-time in a graduate degree in the Department of Biological Sciences whose field of study focuses on the genetics. Preference given to a student who has received no or limited financial support. Selection based on demonstrated research and leadership potential. Awarded to a Canadian citizen or permanent resident who identifies as female. If there is no suitable candidate, the award may be offered to a student in a doctoral degree in the Department of Biological Sciences in any field of study, with all other criteria, other than the field of study, to apply.
Dr. Ursula Hennig PhD Scholarship	Awarded to a student with superior academic achievement registered full-time in a doctoral degree in the Department of Biological Sciences whose field of study focuses on Genetics or Molecular Biology. Preference given to a student who has received no or limited funding from the University of Alberta. Selection based on academic achievement. The student must have successfully completed the candidacy examination. A student may hold the scholarship only once.
Dr Nick Hussar Graduate Scholarship in Animal Science or Human Nutrition	Awarded to a student with superior academic achievement registered full-time in a graduate degree whose area of research focuses on food producing animals, animal nutrition, or human nutrition Given to residents of Alberta, Saskatchewan, and Manitoba. Selection based on academic achievement. This scholarship will be awarded to Canadian citizens or permanent residents.

Simone Demers-Collins Graduate Travel Scholarship in Agriculture	Awarded to a student with superior academic achievement registered full-time in a graduate degree in the Faculty of Agricultural, Life and Environmental Sciences. Preference given to students studying in the area of Nutrition first. If no suitable candidate can be found, given to a student within the Department of Human Ecology. Selection based on academic achievement. This scholarship will be given to students attending a scientific conference to present a paper or poster related to their research. The calibre of the conference will be considered.
Alberta Blue Cross Health and Wellness Graduate Bursary	Awarded to students with satisfactory academic standing enrolled in any year of a graduate degree. Selection based on demonstrated financial need. Preference given to students enrolled in the School of Public Health with demonstrated involvement in community and/or health initiatives and career aspirations in the field of Health.
Dale Dowell Memorial MBA Scholarship	Awarded annually to a student with superior academic standing (GPA of 3.5 or greater on a course load of 30 credits) who is entering the second year of full-time study in a Master of Business Administration degree program in the Alberta School of Business. The scholarship will be awarded on the basis of academic excellence. As well, applicants will be evaluated on their involvement in the promotion or representation of the Alberta School of Business such as, but not limited to, Student Council, case competitions, NET Impact and other associated activities. Preference will be given to applicants who have come from an education or teaching background.
Nancy Suen Memorial Award in Public Health	Awarded to a student with satisfactory academic standing registered full-time in a graduate degree in the School of Public Health. Preference given to a student from a low or middle-income country as defined by the World Bank. Selection based on academic achievement and demonstrated community involvement in the field of public health. This award will be awarded to students on a study permit.
Valerie Jagoldas Graduate Bursary in Science	Awarded to a student with satisfactory academic standing enrolled in any year of a graduate degree in the Faculty of Science. Selection based on demonstrated financial need.
Valerie Jagoldas Graduate Scholarship in Science	Awarded to a student with superior academic achievement registered full-time in any graduate degree in the Faculty of Science. Selection based on academic achievement.
Ashley Finlayson and Diane Hollinshead International Graduate Scholarship in Science	Awarded to a student with superior academic achievement registered full-time in a graduate degree in the Department of Computing Science, Mathematical and Statistical Sciences, or Physics. Preference given to a student who identifies as female and who has received no or limited funding from the University of Alberta. Selection based on academic achievement. This scholarship will be awarded to a student on a study permit and can only be held once by a student.

<p>Dianna Mah-Jones Advancing Arts and Science Award in Occupational Therapy</p>	<p>Awarded to a student with satisfactory academic standing registered full-time in any year of the Occupational Therapy graduate program in the Faculty of Rehabilitation Medicine. Preference given to a student who is involved in the broader arts community (dancer, singer, musician, performer, etc.). Selection based on academic standing and demonstrated innovation in occupational therapy assessment or intervention for a client or group of clients, e.g., assistive technology, aids for daily living. Evidence may be from course work, fieldwork, or community engagement while the student is in the Occupational Therapy graduate program.</p>
<p>Ms.Judy Deuel Graduate Award in Pharmacology</p>	<p>Awarded to a student with satisfactory academic standing registered full-time in a graduate degree in the Department of Pharmacology in the Faculty of Medicine and Dentistry. Preference given for travel outside of Alberta. Selection based on academic achievement. Funds to be used to support travel to conferences. Recipients must undertake travel within 12 months of receiving notification of this award. This award can only be held once by a student.</p>
<p>Dhunna Family Personal Development Award</p>	<p>Awarded annually to a full-time student entering their second year of studies in the Alberta School of Business MBA Program. Recipients must have achieved a minimum GPA of 3.3 after completion of the first year of MBA studies. Selection based on involvement in promoting or representing the Alberta MBA Program through extra-curricular initiatives and personal growth as demonstrated in their application.</p>
<p>Dr Adil J Nazarali Memorial Research Travel Award in Neuroscience</p>	<p>Awarded to a student with satisfactory academic standing registered full-time in a doctoral degree whose research focuses on one of the following neuroscience areas: multiple sclerosis, neurocognitive disorders (and their diagnosis and/or treatment), environmental and genetic control of brain development, and/or neuroimmunology. Preference given to students with 1-2 years of training in a neuroscience or neuropsychiatry research lab. Selection based on academic achievement, and two letters of support from referees familiar with the applicant's academic and/or research achievements. The award will support research conducted in whole or in part in the Neurochemical Research Unit in the Department of Psychiatry. The student must present their research findings (oral or poster presentation) at a national or International meeting. The award will be used toward travel costs associated with attending the meeting to present their research findings. Travel must be undertaken within 12 months of receiving notification of this award.</p>

Rehabilitation Medicine Students' Association (RMSA) Impact Award	<p>Awarded to a student with satisfactory academic standing registered full-time in the second year or later of any graduate program in the Faculty of Rehabilitation Medicine. Preference given to two years continuous RMSA membership. Selection based on academic standing and demonstrated impact in at least one of three areas: enhancing the Rehabilitation Medicine experience for others, exhibiting rehabilitation community leadership and/or facilitating interdisciplinary collaboration. Impact Award can only be held once by a student and cannot be held in conjunction with the RMSA Award or RMSA Award of Excellence.</p>
Muriel Shortreed Graduate Scholarship in Human Ecology	<p>Awarded to a student with superior academic achievement registered full-time in a graduate degree in the Department of Human Ecology in the Faculty of Agricultural, Life and Environmental Sciences Not applicable. Selection based on academic achievement and demonstrated research potential and/or ability.</p>
Brewing and Malting Barley Research Institute Award in Agronomy	<p>Awarded to students with satisfactory academic standing registered full-time in the first or second year of a graduate degree in the Faculty of Agricultural, Life and Environmental Sciences whose research focuses on cereal grains. Preference given to students whose research focuses on barley and malting barley production agronomy. Selection based on academic achievement.</p>
KPMG Jim Walker Memorial Scholarship in Accounting	<p>Awarded to a student with superior academic achievement registered full-time in a Master of Accounting degree in the Alberta School of Business. Preference given to a student with the intention to pursue the Chartered Professional Accountant designation. Selection based on academic achievement. The selection committee will consider the applicants' stated career goals and community involvement</p>
Professor Vembu (Gouri) Gourishankar Graduate Bursary in Electrical Engineering	<p>Awarded to students who are on a study permit with satisfactory academic standing enrolled in any year of a graduate degree in Electrical Engineering. Selection based on demonstrated financial need. Preference given to students from a low-income family.</p>
Graduate Scholarship in Mathematics Education	<p>Awarded to a student with superior academic achievement registered full-time in a graduate degree in the Department of Secondary Education whose field of study focuses on the Mathematics Education. Selection will be based on academic achievement.</p>

SAB (South Academic Building)

Last Update: April 8, 2019
[View GFC Operational Calendar in Google](#)

UA Council Chamber (2-100 University Hall)

Document Deadline: 2 Weeks Prior to scheduled meeting date

MEETING/EVENT		MEETING DATE	START	END	LOCATION
Nominating Committee	NC	Thursday, August-29-2019	10:00 AM	12:00 PM	2-31 SAB
Committee on the Learning Environment	CLE	Wednesday, September-04-2019	2:00 PM	4:00 PM	2-31 SAB
ASC Subcommittee on Standards	ASC SOS	Thursday, September-05-2019	10:00 AM	12:00 PM	2-31 SAB
GFC Development: GFC Committee Chairs' Orientation	GFC	Monday, September-09-2019	12:00 PM	1:45 PM	Council Chamber
Executive Committee	EXEC	Monday, September-09-2019	2:00 PM	4:00 PM	Council Chamber
Undergraduate Awards and Bursaries Committee	UABC	Tuesday, September-10-2019	2:00 PM	4:00 PM	Senate Chamber
Academic Planning Committee	APC	Wednesday, September-11-2019	2:00 PM	4:00 PM	2-31 SAB
Academic Standards Committee	ASC	Thursday, September-19-2019	10:00 AM	12:00 PM	2-31 SAB
Governance 101	Gov 101	Thursday, September-19-2019	12:00 PM	1:00 PM	Council Chamber
GFC Development: GFC New Members' Orientation	GFC	Monday, September-23-2019	12:00 PM	1:30 PM	Council Chamber
General Faculties Council	GFC	Monday, September-23-2019	2:00 PM	4:00 PM	Council Chamber
Academic Planning Committee	APC	Wednesday, September-25-2019	2:00 PM	4:00 PM	2-31 SAB
Student Conduct Policy Committee	SCPC	Thursday, September-26-2019	9:30 AM	11:00 AM	2-31 SAB
Facilities Development Committee	FDC	Thursday, September-26-2019	1:30 PM	4:00 PM	2-31 SAB
Council on Student Affairs	COSA	Thursday-September-26-2019	4:00 PM	6:00 PM	2-31 SAB
Committee on the Learning Environment	CLE	Wednesday, October-02-2019	2:00 PM	4:00 PM	2-31 SAB
ASC Subcommittee on Standards	ASC SOS	Thursday, October-03-2019	10:00 AM	12:00 PM	2-31 SAB
University Teaching Awards Committee	UTAC	Thursday, October-03-2019	1:00 PM	2:00 PM	3-07 SAB
Executive Committee	EXEC	Monday, October-07-2019	2:00 PM	4:00 PM	2-31 SAB
Undergraduate Awards and Bursaries Committee	UABC	Tuesday, October-08-2019	2:00 PM	4:00 PM	Senate Chamber
Academic Planning Committee	APC	Wednesday, October-09-2019	2:00 PM	4:00 PM	2-31 SAB
Academic Standards Committee	ASC	Thursday, October-17-2019	10:00 AM	12:00 PM	2-31 SAB
General Faculties Council	GFC	Monday, October-21-2019	2:00 PM	4:00 PM	Council Chamber
Nominating Committee	NC	Wednesday, October-23-2019	10:00 AM	12:00 PM	3-07 SAB
Academic Planning Committee	APC	Wednesday, October-23-2019	2:00 PM	4:00 PM	2-31 SAB
Student Conduct Policy Committee	SCPC	Thursday, October-24-2019	9:30 AM	11:00 AM	2-31 SAB
Committee on the Learning Environment	CLE	Wednesday, October-30-2019	2:00 PM	4:00 PM	2-31 SAB
Executive Committee	EXEC	Monday, November-04-2019	2:00 PM	4:00 PM	2-31 SAB

SAB (South Academic Building)

 Last Update: **April 8, 2019**
[View GFC Operational Calendar in Google](#)

UA Council Chamber (2-100 University Hall)

Document Deadline: 2 Weeks Prior to scheduled meeting date

MEETING/EVENT		MEETING DATE	START	END	LOCATION
Undergraduate Awards and Bursaries Committee	UABC	Tuesday, November-05-2019	2:00 PM	4:00 PM	Senate Chamber
Academic Planning Committee	APC	Wednesday, November-06-2019	2:00 PM	4:00 PM	2-31 SAB
ASC Subcommittee on Standards	ASC SOS	Thursday, November-07-2019	10:00 AM	12:00 PM	2-31 SAB
Academic Standards Committee	ASC	Thursday, November-21-2019	10:00 AM	12:00 AM	2-31 SAB
Facilities Development Committee	FDC	Thursday, November-21-2019	1:30 PM	4:00 PM	2-31 SAB
General Faculties Council	GFC	Monday, November-25-2019	2:00 PM	4:00 PM	Council Chamber
Academic Planning Committee	APC	Wednesday, November-27-2019	2:00 PM	4:00 PM	2-31 SAB
Student Conduct Policy Committee	SCPC	Thursday, November-28-2019	9:30 AM	11:00 AM	2-31 SAB
Council on Student Affairs	COSA	Thursday-November-28-2019	4:00 PM	7:00 PM	2-31 SAB
Committee on the Learning Environment	CLE	Wednesday, December-04-2019	2:00 PM	4:00 PM	2-31 SAB
ASC Subcommittee on Standards	ASC SOS	Thursday, December-05-2019	10:00 AM	12:00 PM	2-31 SAB
Executive Committee	EXEC	Monday, December-09-2019	2:00 PM	4:00 PM	2-31 SAB
Undergraduate Awards and Bursaries Committee	UABC	Tuesday, December-10-2019	2:00 PM	4:00 PM	Senate Chamber
Nominating Committee	NC	Wednesday, December-11-2019	10:00 AM	12:00 PM	3-07 SAB
Academic Planning Committee	APC	Wednesday, December-11-2019	2:00 PM	4:00 PM	2-31 SAB
Academic Standards Committee	ASC	Thursday, December-12-2019	10:00 AM	12:00 PM	2-31 SAB
Executive Committee	EXEC	Monday, January-13-2020	2:00 PM	4:00 PM	2-31 SAB
Undergraduate Awards and Bursaries Committee	UABC	Tuesday, January-14-2020	2:00 PM	4:00 PM	Senate Chamber
Academic Planning Committee	APC	Wednesday, January-15-2020	2:00 PM	4:00 PM	2-31 SAB
Academic Standards Committee	ASC	Thursday, January-16-2020	10:00 AM	12:00 PM	2-31 SAB
Student Conduct Policy Committee	SCPC	Thursday, January-23-2020	9:30 AM	11:00 AM	2-31 SAB
GFC Development: Board of Governors/GFC Summit	GFC	Friday, January-24-2020	12:00 PM	5:00 PM	TBD
General Faculties Council	GFC	Monday, January-27-2020	2:00 PM	4:00 PM	Council Chamber
ASC Subcommittee on Standards	ASC SOS	Thursday, January-30-2020	10:00 AM	12:00 PM	2-31 SAB
Council on Student Affairs	COSA	Thursday-January-30-2020	4:00 PM	6:00 PM	2-31 SAB
Governance 101 Session	Gov. 101	Monday, February-03-2020	12:00 PM	1:00 PM	Council Chamber
Committee on the Learning Environment	CLE	Wednesday, February-05-2020	2:00 PM	4:00 PM	2-31 SAB
University Governance Budget Briefing with APC	APC	Friday, February-07-2020	8:30 AM	10:30 AM	Council Chamber

SAB (South Academic Building)
 UA Council Chamber (2-100 University Hall)

Last Update: April 8, 2019
[View GFC Operational Calendar in Google](#)
Document Deadline: 2 Weeks Prior to scheduled meeting date

MEETING/EVENT		MEETING DATE	START	END	LOCATION
Executive Committee	EXEC	Monday, February-10-2020	2:00 PM	4:00 PM	2-31 SAB
Undergraduate Awards and Bursaries Committee	UABC	Tuesday, February-11-2020	2:00 PM	4:00 PM	Senate Chamber
Nominating Committee	NC	Wednesday, February-12-2020	10:00 AM	12:00 PM	3-07 SAB
Academic Planning Committee	APC	Wednesday, February-12-2020	2:00 PM	4:00 PM	2-31 SAB
Academic Standards Committee	ASC	Thursday, February-13-2020	10:00 AM	12:00 PM	2-31 SAB
Facilities Development Committee	FDC	Thursday, February-13-2020	1:30 PM	4:00 PM	2-31 SAB
General Faculties Council	GFC	Monday, February-24-2020	2:00 PM	4:00 PM	Council Chamber
Academic Planning Committee	APC	Wednesday, February-26-2020	2:00 PM	4:00 PM	2-31 SAB
University Teaching Awards Committee	UTAC	Thursday, February-27-2020	1:00 PM	2:30 PM	3-07 SAB
Committee on the Learning Environment	CLE	Wednesday, March-04-2020	2:00 PM	4:00 PM	2-31 SAB
ASC Subcommittee on Standards	ASC SOS	Thursday, March-05-2020	10:00 AM	12:00 PM	2-31 SAB
Undergraduate Awards and Bursaries Committee	UABC	Tuesday, March-10-2020	2:00 PM	4:00 PM	Senate Chamber
Executive Committee	EXEC	Monday, March-16-2020	2:00 PM	4:00 PM	2-31 SAB
Academic Planning Committee	APC	Wednesday, March-18-2020	2:00 PM	4:00 PM	2-31 SAB
Academic Standards Committee	ASC	Thursday, March-19-2020	10:00 AM	12:00 PM	2-31 SAB
Facilities Development Committee	FDC	Thursday, March-19-2020	1:30 PM	4:00 PM	2-31 SAB
Council on Student Affairs	COSA	Thursday-March-26-2020	4:00 PM	6:00 PM	2-31 SAB
General Faculties Council	GFC	Monday, March-30-2020	2:00 PM	4:00 PM	Council Chamber
Committee on the Learning Environment	CLE	Wednesday, April-01-2020	2:00 PM	4:00 PM	2-31 SAB
ASC Subcommittee on Standards	ASC SOS	Thursday, April-02-2020	10:00 AM	12:00 PM	2-31 SAB
University Teaching Awards Committee (Adjudication)	UTAC	Thursday, April-02-2020	1:00 PM	4:00 PM	3-07 SAB
Executive Committee	EXEC	Monday, April-06-2020	2:00 PM	4:00 PM	2-31 SAB
Undergraduate Awards and Bursaries Committee	UABC	Tuesday, April-07-2020	2:00 PM	4:00 PM	Senate Chamber
University Teaching Awards Committee	UTAC	Thursday, April-09-2020	10:00 AM	12:00 PM	3-07 SAB
Nominating Committee - <u>Student Replenishment</u>	NC	Wednesday, April-15-2020	9:00 AM	12:00 PM	Senate Chamber
Academic Planning Committee	APC	Wednesday, April-15-2020	2:00 PM	4:00 PM	2-31 SAB
Academic Standards Committee	ASC	Thursday, April-16-2020	10:00 AM	12:00 PM	2-31 SAB
General Faculties Council	GFC	Monday, April-20-2020	2:00 PM	4:00 PM	Council Chamber

SAB (South Academic Building)
UA Council Chamber (2-100 University Hall)

Last Update: April 8, 2019

[View GFC Operational Calendar in Google](#)

Document Deadline: 2 Weeks Prior to scheduled meeting date

MEETING/EVENT		MEETING DATE	START	END	LOCATION
Student Conduct Policy Committee	SCPC	Thursday, April-23-2020	9:30 AM	11:00 AM	2-31 SAB
Committee on the Learning Environment	CLE	Wednesday, April-29-2020	2:00 PM	4:00 PM	2-31 SAB
Undergraduate Awards and Bursaries Committee	UABC	Tuesday, May-05-2020	2:00 PM	4:00 PM	Senate Chamber
Academic Planning Committee	APC	Wednesday, May-06-2020	2:00 PM	4:00 PM	2-31 SAB
ASC Subcommittee on Standards	ASC SOS	Thursday, May-07-2020	10:00 AM	12:00 PM	2-31 SAB
Executive Committee	EXEC	Monday, May-11-2020	2:00 PM	4:00 PM	2-31 SAB
Academic Planning Committee	APC	Wednesday, May-20-2020	2:00 PM	4:00 PM	2-31 SAB
Academic Standards Committee	ASC	Thursday, May-21-2020	10:00 AM	12:00 PM	2-31 SAB
Facilities Development Committee	FDC	Thursday, May-21-2020	1:30 PM	4:00 PM	2-31 SAB
General Faculties Council	GFC	Monday, May-25-2020	2:00 PM	4:00 PM	Council Chamber
Nominating Committee - <u>Staff Replenishment</u>	NC	Wednesday, May-27-2020	1:00 PM	4:00 PM	Senate Chamber
Student Conduct Policy Committee	SCPC	Thursday-May-28-2020	9:30 AM	11:00 AM	2-31 SAB
ASC Subcommittee on Standards	ASC SOS	Thursday, June-04-2020	10:00 AM	12:00 PM	2-31 SAB
Governance 101 Session	Gov. 101	Monday, June-08-2020	12:00 PM	1:00 PM	Council Chamber
Executive Committee	EXEC	Monday, June-15-2020	10:00 AM	12:00 PM	2-31 SAB
Undergraduate Awards and Bursaries Committee	UABC	Tuesday, June-23-2020	2:00 PM	4:00 PM	Senate Chamber
Academic Planning Committee	APC	Wednesday, June-24-2020	2:00 PM	4:00 PM	2-31 SAB
Academic Standards Committee	ASC	Thursday, June-25-2020	10:00 AM	12:00 PM	2-31 SAB

Email sent 12 April 2019

The Globe and Mail: The problem no one's talking about in Alberta

To GFC members:

The following column by Gary Mason was published by the *Globe and Mail* on April 11 and is being shared with you at the request of the President. It's an excellent article which contains the pre-election COPPOA messaging you're familiar with, and you're encouraged to share the article with your own contacts. In the event that you can't access the article online, the copy is also pasted into this email.

<https://www.theglobeandmail.com/opinion/article-postsecondary-education-is-the-topic-albertas-political-leaders/>

The problem no one's talking about in Alberta

By GARY MASON
CALGARY

Anyone trying to make sense of the current Alberta election campaign could reasonably conclude there is one thing and one thing only that can help the province beat the depressive effects of a nasty oil recession: another pipeline.

If you believe the politicians, it is the panacea that would return Alberta to its glory days, when Bentleys roamed the streets of downtown Calgary and company Christmas parties were notorious for their over-the-top trappings and outlandish forms of entertainment. (Champagne aerialists, anyone?)

The problem is that increasingly fewer people believe a new pipeline is the magic bullet. Rather, there is an emerging consensus that the demise of fossil fuels is a when, not if, scenario. Consequently, oil companies are increasingly weary of investing in expensive capital projects, with the payback stretched over several decades that the industry may not have.

What this all means is that there are fewer people employed in oil and gas, especially young men. There are almost 40,000 of them in Alberta who were employed when the recession hit in October, 2014, but are jobless today.

Which brings me to a topic that political leaders in this province aren't talking about, but should be: postsecondary education.

Now, now, I can see your eyes glazing over. But wait. While postsecondary education is not an issue that will get the blood of Albertans boiling the way Quebec and equalization do, it's arguably far more important to the province's future. In fact, there is an incipient crisis in this area that so far has been largely ignored by Alberta's political masters.

Here is the problem.

Over the past several decades, young Albertans – especially young men – could get good-paying jobs in the oil patch right out of high school. That's no longer the case – and likely won't be ever again. And beyond disruptions in the global energy market, advances in the world of technology – robotics, artificial intelligence, among others – are also affecting job opportunities for low-educated workers.

In other words, some form of postsecondary education is going to become increasingly critical for future generations.

But Alberta has the lowest participation rates for postsecondary education in the country. According to a recent paper done for the Council of Post-Secondary Presidents of Alberta, between 2007 and 2014 the participation rate for men and women 18 to 34 averaged just 17 per cent. Nationally, that rate fluctuated between 22 and 24 per cent.

According to the council, reaching the national average for 19-year-olds would require adding 47,000 spots to the system. Then, if you're going to accommodate population growth, capacity would have to grow by another 40,265 spots by 2026. So, just to meet the national average, the province would have to add almost 90,000 spots in the next seven years. This is an issue.

In the good old days, Alberta could import brain power and highly trained workers from the rest of the country. That's not as easy when your province isn't awash in money and you can no longer entice people with wages that the rest of the country can't match.

And demand for those positions isn't going to stop either. The most recent Occupational Demand and Supply Outlook report is forecasting a cumulative labour shortage in Alberta of almost 50,000 workers by 2025. Among the areas that will be pining for qualified employees are fields such as computer and information systems, medical technology and nursing.

Others have tried to sound the alarm about Alberta's dismal record on research and innovation, which is what the future is all about. The province received an overall grade of D from the Conference Board of Canada in its innovation report card, with a particularly poor mark for research and development.

In its paper, the council also points to something a recent TD Economics study called the "scarring effect." This is the wage penalty associated with the period of unemployment for youth first entering the work force; the longer young people sit on the sidelines without a job, the greater the impact it has on both their future earnings and the economy overall. In a province with an outsized number of kids without any secondary education, this could be significant.

Stick to the status quo and Alberta is in for even bigger trouble. It's a dilemma even a new pipeline won't solve.

sent on behalf of President and Vice-Chancellor David Turpin

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