Monday, May 25, 2020
Virtual Meeting by Video/Phone
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, they should notify the Secretary to GFC, in writing, two business days or more in advance of the meeting so that the relevant expert can be invited to attend.]

3.   A. Approval of the Minutes of March 30, 2020

       B. Approval of the Minutes of April 20, 2020

4.   New Members of GFC

ACTION ITEMS

5.   Recruitment and Selection of Employees Policy and Procedures   Wendy Rodgers
                                                                                          Jax Oltean
       Motion: To Recommend Board of Governors Approval

6.   Approval of the Proposed Terms of Reference for a New GFC   Tammy Hopper
       Programs Committee, and Related Changes to the Terms of Reference   Brooke Milne
       for the GFC Council Executive Committee and the GFC Academic   Jason Acker
       Planning Committee, and the Disbanding of the GFC Academic   Radim Barta
       Standards Committee   Norma Rodenburg

       Motion 1: To Approve
       Motion 2: To Approve
       Motion 3: To Approve

7.   University of Alberta Non-Credit Credential Framework   Tammy Hopper
                                                                             Christie Schultz
       Motion: To Approve

DISCUSSION ITEMS

8.   International Strategy Implementation Plan   Steven Dew
                                                                            Cen Huang
                                                                            Doug Weir

9.   Student Learning Analytics Policy Framework - GFC Committee on the   John Nychka
       Learning Environment ad hoc Committee (no documents)

10.   Academic and Administrative Restructuring (no documents)   David Turpin
                                                                                    Bill Flanagan
                                                                                    Steven Dew
                                                                                    Gitta Kulczycki

11.   Academic Governance Emergency Protocols (Standing Item)   David Turpin

        A. Report of the GFC Executive Committee

        B. COVID-19 Governance Decision Tracker

        C. Upcoming Considerations for GFC (no documents)

12.   Question Period   David Turpin
        12.1Q - Question from GFC member Carolyn Sale on Reference to
        "Decision Tracker" during debate on 20 April 2020
        12.2R - Response from University Governance
        12.2Q - Question from GFC member Carolyn Sale on References to
        debate on amendment of agenda not being allowed under GFC's
        "Meeting Procedural Rules"
        12.2R - Response from University Governance

INFORMATION REPORTS

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

13.   Report of the GFC Academic Planning Committee

14.   Report of the GFC Academic Standards Committee

15.   GFC Nominations and Elections
        -Call for Nominations for GFC Committees
        -April 27, 2020, GFC Nominating Committee Report to GFC

16.   GFC University Teaching Awards Committee (UTAC) Annual Report

17.   Report of the Board of Governors

18.   Information Items
        A. Graduate Enrolment Report

19.   Information Forwarded to GFC Members Between Meetings:
        -Email Special Meeting of Exec
        -Email Special Meeting of Exec and Town Hall
        -Email Reappointment of Steven Dew, Provost and Vice-President
        (Academic)

CLOSING SESSION

20.   Next Meeting of General Faculties Council: June 22, 2020 (tentative)

Presenter(s):

David Turpin	President and Vice-Chancellor
Wendy Rodgers	Deputy Provost
Jax Oltean	Senior Legal Counsel, Office of General Counsel
Tammy Hopper	Vice-Provost (Programs), Chair of Executive's ad hoc Committee on Program Approval Processes
Brooke Milne	Vice-Provost and Dean, Faculty of Graduate Studies and Research, Member of Executive's ad hoc Committee on Program Approval Processes
Jason Acker	Academic Staff representative from Academic Planning Committee, Member of Executive's ad hoc Committee on Program Approval Processes
Radim Barta	Graduate Student representative from Academic Standards Committee, Member of Executive's ad hoc Committee on Program Approval Processes
Norma Rodenburg	Associate Registrar, University of Alberta, Member of Executive's ad hoc Committee on Program Approval Processes
Christie Schultz	Assistant Dean, Academic, Faculty of Extension
Steven Dew	Provost and Vice-President (Academic)
Cen Huang	Vice-Provost and Associate Vice President (International)
Doug Weir	Executive Director, Student Programs & Services, University of Alberta International
John Nychka	Vice-Provost (Learning Initiatives), Chair GFC Committee on the Learning Environment
Bill Flanagan	President-elect
Gitta Kulczycki	Vice-President (Finance and Administration)

Documentation was before members unless otherwise noted.

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

PRESIDENT'S REPORT

Circumstances for all of us continue to change rapidly. At the University of Alberta we have seen an incredible transformation in a very short period of time thanks to the efforts and adaptability of every student, faculty, and staff member. Thank you for participating in special GFC meetings so we can continue to discuss the timely issues that arise.

In light of our inability to gather together on campus, we will celebrate the Class of 2020 during a virtual convocation on June 12. Our graduates will be welcomed back to the University of Alberta campus at an in-person ceremony when it is safe to do so. Likewise, the awarding of honorary degrees has been put on hold until we can gather again in person.

Over the last several weeks, the University of Alberta has been turning its attention to fall 2020. We have begun the preparations for welcoming incoming and current students to a new academic year. Following the directives of Alberta's Office of the Chief Medical Office, in September 2020 the majority of our classes will be delivered remotely and online. However, where possible, we are committed to providing small group in-person learning and experiential learning such as labs and clinical instruction, especially in those programs where in-person instruction is essential. In cases where students cannot join activities in-person, we commit that alternate arrangements will be made so that progress in programs can continue. This decision allows our community to deal with some of our current uncertainty. Students and instructors can now move forward with planning and decision making knowing the direction we've set.

We, as a community, are also working hard to address unprecedented financial challenges. In addition to a total reduction in provincial funding of $110.3 million over two years, the partial shutdown of our campuses has resulted in a significant reduction in revenue streams from ancillary services. Our challenge, like that faced by many across our province, is serious.

Thank you for your continued dedication to the university community.

BUILD

Community Connection Awards

Our ability to contribute to society flows in large measure from our ability to connect with our communities. The University of Alberta's Community Connections Awards honour those individuals and groups who have embodied the U of A's promise to "uplift the whole people" by sharing their expertise, time, and energy for the benefit of the public good. Together, they contribute to a diverse and vibrant campus. This year's recipients are:

- Shalene Jobin: A scholar of Indigenous studies, Professor Jobin has devoted her career to Indigenous community engagement through her research, public education, consultations, and the expertise and support she brings into the communities she works with.
- WISEST: For almost 40 years, WISEST has inspired and empowered thousands of women, girls, and underrepresented groups to excel in science, engineering, technology and scholarship.
- Fresh Routes: Through their community partnership, Grocery Run and Fresh Routes endeavour to help all Edmontonians access affordable, nutritious food and make informed decisions about healthy lifestyles.

EXPERIENCE

Remote Delivery of Courses

In response to COVID-19 the U of A made a number of changes including moving the remainder of winter courses online in order to ensure that the academic term could be completed on schedule. Our students adapted mid-stream to new classroom formats, new syllabi, and new grading schemes, and our instructors worked quickly and creatively to give our students the best learning experience possible in very difficult circumstances. Our staff supported the entire transition, including ensuring that student supports for mental health and accommodations were still available. Spring and summer courses will also be delivered remotely. From March 11-31, 2020 the Centre for Teaching and Learning assisted more than 2,100 instructors.

Three Minute Thesis

The Three Minute Thesis is an annual academic competition at the U of A that assists current graduate students with fostering effective presentations and communication skills. Participants have just three minutes to explain the breadth and significance of their research projects to a non-specialist audience. The Faculty of Graduate Studies and Research hosted the finals online on April 24.

EXCEL

Awards of Excellence
- Outgoing Students' Union president Akanksha Bhatnager is the recipient of the International Students' Association's 2020 ISA Salute award.
- The Faculty of Graduate Studies and Research recognized 30 supervisors through the Great Supervisor Awards. The recipients were nominated in recognition of their student mentorship and committee support.
- The Faculty of Graduate Studies and Research recognized 54 graduate students in 14 faculties with Graduate Student Teaching Awards for demonstrating excellence.
- 13 instructors were recognized with 2020 Teaching Excellence Awards for their impact on students and colleagues, and for their contributions to an outstanding learning experience.

Trudeau Foundation Fellow
Associate Professor Ubaka Ogbogu, a health law scholar in both the Faculty of Law and the Faculty of Pharmacy and Pharmaceutical Sciences, has been named a fellow of the prestigious Pierre Elliott Trudeau Foundation for 2020 to 2023. Ogbogu, who is an authority on the ethical, legal and societal implications of novel and emerging biotechnologies, was one of four scholars selected.

Supreme Court of Canada Clerkships
Two Class of 2020 graduates of the Faculty of Law have landed coveted clerkships at the Supreme Court of Canada (SCC) in 2021-2022. Only 36 SCC clerkships are available annually, and the U of A has sent six graduates in the past five years.

Athletics Excellence
Golden Bears football offensive lineman Carter O'Donnell has signed with the NFL's Indianapolis Colts.

ENGAGE

Supporting the Community During COVID-19
The U of A community has been instrumental in helping the greater community with COVID-19 relief efforts. Here are just some of the ways:
- The Butterdome is being used by AHS as a secondary assessment site and treatment centre.
- Some of Canada's top virologists at U of A's Li Ka Shing Institute of Virology are focusing on research into diagnostic tests, antiviral drugs, and vaccines.
- Four U of A research projects received $2.4 million total in federal funding for faster, more accurate testing of COVID-19.

- More than 100 U of A medical students are providing volunteer emergency child care for physicians and other critical health-care workers.
- Faculty of Law professor Timothy Caulfield has been named to the Royal Society of Canada's Task Force on COVID-19 in order to support Canada's response to and recovery from COVID-19. He's also received a grant from Alberta Innovates and the Canadian Institutes of Health Research to study misinformation and conspiracy theories surrounding COVID-19.
- Criminal law professor Peter Sankoff created the 100 Interns Project to support law students across Canada who have had their employment affected because of the pandemic.
- 48Hour Discovery, a U of A spinoff company, is using its propriety technology to sift through billions of molecules in search of promising compounds that might be effective against COVID-19.
- U of A researchers are studying how the COVID-19 pandemic is affecting the physical and mental health of front-line physicians.
- The U of A is one of the partners of the provincial Be the Cure campaign which attracts participants to clinical trials. Since March, the campaign has focused on recruiting participants for COVID-19 health research including.
- U of A researchers are participating in a province-wide study to investigate the effectiveness of the drug hydroxychloroquine as an early intervention for Albertans who test positive for COVID-19.
- Seven U of A projects are receiving a total of more than $3.5 million from Alberta Innovates and the Canadian Institute of Health Research.

Community Engagement Online Open House

The Office of Government and Community Relations within University Relations has been working on identifying issues and opportunities related to how the university engages with communities within the context of the university's institutional strategic plan. Eighty-three consultation events have taken place to gather input regarding institutional community engagement with both internal and external stakeholders. In April, the community was invited to view summary comments from these consultations and provide feedback at an Online Open House. This feedback will be used to inform the final Community Engagement Consultation plan which will be published in June 2020.

SUSTAIN

New Scholarships

CIBC and IndSpire created 36 new awards for Indigenous students. 18 of these scholarships will be given to students who are studying, promoting, and maintaining Indigenous languages and traditions.

- 8 MD Program Indigenous Entrance Scholarships
- 10 Indigenous Scholars Awards (Arts, Education, Native Studies, and Business)
- 3 Indigenous Resilience Graduate Awards (Native Studies)
- 15 Aboriginal Education Teacher Program (ATEP) Indigenous Language Teacher Bursaries

Federal Financial Support for Students

The University of Alberta worked together with Universities Canada and U15 to advocate for greater

financial assistance for our students. In April, the federal government announced a suite of programs amounting to $9 billion to support post-secondary students. On May 15 they announced additional funding of $450 million for academic research, including graduate student research.

Provost and Vice-President Reappointment

Following the unanimous recommendation of the Advisory Review Committee, on May 8 the Board of Governors approved the renewal of Dr. Steven Dew for a second five-year term as Provost and Vice-President (Academic).

Leadership Transitions

- Dr. Steve Patten has been appointed Interim Dean of the Faculty of Arts for a two-year period effective July 1, 2020. Dr. Patten will be taking over for Dean Lesley Cormack when she departs the University of Alberta to take up the role of Principal and Vice-Chancellor at UBC Okanagan. Previously Dr. Patten was to begin a term as Vice-Dean on July 1, 2020.

- Dr. Kerry Mummery will extend his term as Dean of the Faculty of Kinesiology, Sport, and Recreation (KSR) by one additional year to June 30, 2021. Because of the uncertainties caused by the revised budget, Provost Steven Dew and I decided to not proceed with the appointment of a new Dean of the Faculty of KSR at this time.

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

Yours sincerely,

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

New Members of GFC

MOTION I: TO RECEIVE*:*

The following ex officio members, to serve on GFC for a term beginning May 1, 2020 and extending for the duration of the appointment:

Walter Dixon, Interim Vice-President (Research and Innovation)

The following ex officio members, to serve on GFC for a term beginning July 1, 2020 and extending for the duration of the appointment:

Bill Flanagan, President and Vice-Chancellor

Barbara Billingsley, Dean, Faculty of Law

Steve Patten, Interim Dean, Faculty of Arts

Governance Executive Summary
Action Item

Agenda Title	Recruitment and Selection of Employees Policy and Procedures

Motion

THAT the General Faculties Council recommend the Board of Governors approve the amended Recruitment and Selection of Employees Policy, Faculty Deans Selection and Review Procedures, Department Chair Selection and Review Procedures, Academic Selection Procedure, and Acting and Interim Senior Administration Appointment Procedure, as set forth in attachments 3a, 3e, 3f, 3g, 3h, 3i and 3m, to take effect upon final approval.

Item

Action Requested	☐ Approval ☒ Recommendation
Proposed by	Steven Dew, Provost & Vice-President (Academic)
Presenter(s)	Wendy Rodgers, Deputy Provost Jax Oltean, Senior Legal Counsel, Office of General Counsel

Details

Office of Administrative Responsibility	Vice-Provost & Associate Vice-President (Human Resources) and Faculty Relations, Office of the Provost & Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	For review and recommendation of proposed changes to the Recruitment and Selection of Employees Policy and specific procedures under GFC's authority. Other procedures are not within the formal authority of GFC, but are included for information
Executive Summary (*outline the specific item – and remember your audience*)	The Recruitment policy suite establishes the principles and basic procedures for recruitment and selection of individuals to be employed by the University of Alberta. The policy suite is being revised in light of the mandate for policy review set out in the Strategic plan for Equity, Diversity and Inclusivity (EDI strategic plan) approved in 2018. The proposed changes are to ensure that recruitment and employment processes are equitable and inclusive, and conducive to achieving greater diversity of the university community. Making these changes is imperative to meet our own strategic goals as well as new and increasing accountability requirements for federal and other programs that support scholarship. The revisions of the Recruitment Policy suite will: • Incorporate EDI principles and practices for recruitment and selection processes • Remedy known exclusions and gaps in the current policy and procedures • Improve clarity and consistency across the current policy and procedures The proposed changes to practice include: • Clarification of principles for equitable recruitment and decision making processes • Revision of requirements for committee composition to ensure diversity and inclusion • Requirements for training on equity, anti-discrimination and bias-awareness

	- Emphasis of requirements for declaration of conflict of interest to ensure fairness - Details on how to conduct an equitable and inclusive search and selection including the drafting of the job ad and advertising of the position to favour a diverse pool of applicants In addition to the above amendments intended to advance EDI, substantive changes are proposed to the Faculty Deans Review Procedure that aim to ensure fairness to incumbents and strengthen the process. These amendments address the following identified issues: - Provide clarity on how conflict of interest and confidentiality will be managed during the process; - Improve role clarity for all participants in the process by outlining a detailed, sequential description of the dean review process, from initiation to reappointment; - Streamline and standardize the Dean Review Committee composition for all Faculties; - Outline the specific metrics of performance being assessed through the introduction of Review Criteria; - Position dean review committees with better information at the beginning of the process by requiring tailored community consultation; - Provide more detailed community feedback to the incumbent dean prior to the Faculty Forum, allowing them the opportunity to more fully address community feedback at the Faculty Forum. Additional context is provided in Attachment 1 – Case for Action.
Supplementary Notes and context	*Please note: The submission from AASUA (Attachment 4) was received after the document deadline. The presenter is prepared to address any resulting questions.*

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	*Those who are actively **participating**:* - Office of the Provost & Vice-President (Academic) – lead - Human Resource Services - Faculty Relations - Office of General Counsel - Provost's Fellow on EDI Policy
	*Those who have been **consulted**:* - EDI Action Group - Office of Safe Disclosure and Human Rights - University Governance (on-going) - UAPPOL champions - Senior Administrative Officers - Office of the Vice-President (Research and Administration) - Office of the Vice-President (Facilities and Operations) - Office of the President - President's Executive Committee – Operations - Statutory Deans' Council - Vice-Provosts' Council - Chairs' Council

	• Joint Employment Equity Task Force • Non-Academic Staff Association (early consultation and circulation of final versions for comment) • Association of Academic Staff of the University of Alberta (early consultation and consultation on final versions– written comment to be circulated to GFC Executive when available)
	*Those who have been **informed**:* •
Approval Route (Governance) (including meeting dates)	• GFC (early consultation) – May 2019 • GFC Executive (early consultation) – January 13, 2020 • GFC (early consultation) – January 27, 2020 • Board Human Resources and Compensation Committee (early consultation) – February 25, 2020 • GFC Executive (comments from the Chair) – March 16, 2020 • GFC (comments from the Chair and report on consultation) – March 30, 2020 • GFC Executive (for recommendation) – May 11, 2020 • GFC (for recommendation) – May 25, 2020 • Board Human Resources and Compensation Committee (for recommendation) – May 26, 2020 • Board of Governors (for approval) – June 19, 2020

Strategic Alignment

Alignment with *For the Public Good*	Objective 3: Workforce (Faculty and Staff) of the EDI Strategy: *The university's commitment to EDI is reflected in recruitment, retention, and advancement of faculty and staff; faculty and staff are prepared to work in a diverse environment and have the knowledge and skills to contribute to equity and inclusivity.*
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing. ☐ Enrolment Management ☐ Relationship with Stakeholders ☒ Faculty and Staff ☐ Reputation ☐ Funding and Resource Management ☐ Research Enterprise ☐ IT Services, Software and Hardware ☐ Safety ☒ Leadership and Change ☐ Student Success ☐ Physical Infrastructure
Legislative Compliance and jurisdiction	*Post-secondary Learning Act* sections 22(2), 26 (1) (o), and 26 (2), 83, 84 University of Alberta Strategic Plan for Equity, Diversity, and Inclusivity GFC Executive Committee General Faculties Council Board Human Resources and Compensation Committee Terms of Reference sections 2o,s,y; 3d

Attachments

1. Addition of Equity Diversity and Inclusion Language to the Recruitment and Selection of Employees Policy Suite ("Recruitment Policy") - Case for Action (pages 1 - 3)
2. Revisions to the Faculty Deans Review Procedure - Case for Action (1 page)
3. Recruitment and Selection of Employees Policy "Recruitment Policy" (page(s) 1 - 70)
   a. Recruitment and Selection of Employees Policy "Recruitment Policy" (for recommendation)
   b. Vice-Presidential Search Procedure
   c. Vice-Presidential Review Procedure

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      d. Vice-Presidential Search and Review Procedures Appendix A: Committees for Vice-Presidents Position Definitions and Eligibility
      e. Faculty Deans Selection Procedure (for recommendation)
      f. Faculty Deans Review Procedure (for recommendation)
      g. Department Chairs Selection Procedure (for recommendation)
      h. Department Chairs Review Procedure (for recommendation)
      i. Academic Selection Procedure (for recommendation)
      j. Academic Staff Posting and Advertising Procedure
      k. Support Staff Selection Procedure
      l. Support Staff Posting and Advertising Procedure
      m. Acting and Interim Senior Administration Appointment Procedure (for recommendation)
4. AASUA written submission to GFC re changes to Recruitment Policy (pages 1-4)

Prepared by: Logan Mardhani-Bayne, Strategic Development Manager, Office of the Provost & Vice-President (Academic), lmardhan@ualberta.ca

Addition of Equity Diversity and Inclusion Language to the Recruitment and Selection of Employees Policy Suite ("Recruitment Policy")
Case for Action
Winter 2020

Context:
The Recruitment policy suite establishes the principles and basic procedures for recruitment and selection of individuals to be employed by the University of Alberta. The policy suite is being revised in light of the mandate for policy review set out in the Strategic plan for Equity, Diversity and Inclusivity (EDI strategic plan) approved in 2018. The EDI strategic plan is a key element in creation of expectations and standards of accountability and transparency in creating a more diverse, equitable, and inclusive university. Such standards and associated reporting are now required by agencies such as the Canada Research Chairs Program (CRCP), for example.

The policy suite has not been reviewed holistically in 30 years, with sporadic review of some components during that time. The social context of recruitment and selection, along with the social and economic relevance of the university, have changed substantively over the years. To be a leader in social and economic responsibility and change, the university's policies and procedures should be revised to reflect aspirational goals and to establish the university as a leader in EDI and as influential in social, cultural, and economic growth.

The proposed changes are to ensure that recruitment and employment processes are equitable and inclusive, and conducive to achieving greater diversity of the university community, which will deliver subsequent benefits of greater diversity of perspectives, critical thought, and social relevance. By adopting EDI principles and practices, the University hopes to achieve equity in the workplace and correct historical employment disadvantages experienced by persons underrepresented at the University, while maintaining and enhancing the quality of the workforce. Greater fairness in hiring practices ensures the university is not reproducing a narrow and thus ideologically impoverished approach to its mission to benefit society through teaching, learning, research and creative activity. Making these changes is imperative to meet our own strategic goals as well as new and increasing accountability requirements for federal and other programs that support scholarship.

Overall, the proposed changes incorporate best practices for ensuring fairness, which is the essential goal of EDI and bring the whole suite into alignment with contemporary expectations and standards regarding an equitable workforce. Historically, the lack of change or slow change in the diversity of particularly more senior employees, and the committees that selected them, suggest that a more firm and directive approach is required. Furthermore, the composition of the academy and its culture in the 1980s and 1990s is not commensurate with a current culture where, for example, the president is no longer the chair of all hiring committees for senior positions, and those senior positions are no longer professors with a particular interest, but specialists in finance or facilities, for example. Furthermore the employee groups those specialists lead have grown, or should have grown, in diversity of demographic characteristics as well as skills and credentials, necessitating conscientious attention to fairness and inclusivity

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in those employment contexts. The way we choose our leaders and employees influences the university's ability to support its own workforce effective and thriving workforce.

Key Objectives:

The revisions of the Recruitment Policy suite will:

- Incorporate EDI principles and practices for recruitment and selection processes
- Remedy known exclusions and gaps in the current policy and procedures
- Improve clarity and consistency across the current policy and procedures

Desired Outcomes:

The revisions follow the principles set out under Objective 3: Workforce (Faculty and Staff) of the EDI Strategy:

The university's commitment to EDI is reflected in recruitment, retention, and advancement of faculty and staff; faculty and staff are prepared to work in a diverse environment and have the knowledge and skills to contribute to equity and inclusivity.

The proposed changes to practice include:

- Clarification of principles for equitable recruitment and decision making processes
- Revision of requirements for committee composition to ensure diversity and inclusion
- Requirements for training on equity, anti-discrimination and bias-awareness
- Emphasis of requirements for declaration of conflict of interest to ensure fairness
- Details on how to conduct an equitable and inclusive search and selection including the drafting of the job ad and advertising of the position to favour a diverse pool of applicants

Summary of Changes:

The Recruitment Policy has broad institutional impacts for recruitment and selection of staff at the University of Alberta. There are 22 procedures under the Policy, of which ten have been reviewed to integrate EDI principles. The overarching policy includes the EDI principles which are repeated in each of the procedures for clarity and consistency and to support typical usage. The proposed changes can be summarized as follows:

	Overview statement reflects EDI principles	Job posting drafted to promote EDI	Decision-making that supports EDI	Committee structure promotes EDI	Requirement for diverse applicant pools	Accountability of Senior Administrator for EDI in process	Management of conflict of interest
VP Search							
VP Review		N/A			N/A		
Deans Selection							
Dean's Review		N/A			N/A		

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Chairs Selection						
Chairs Review		N/A			N/A	
Academic Selection						
Academic Posting and Advertising						
Support Staff Selection						
Support Staff Posting and Advertising						

Responsibility:

The policy review is sponsored by the Provost Vice-President (Academic) with the support of the Vice-President (Finance & Administration).

- The initiative is led by Deputy Provost Wendy Rodgers, in close collaboration with Human Resource Services (HRS), Faculty Relations (FR), and in consultation with General Counsel.
- Consultations will include senior leadership of the university including Deans, Chairs, Vice-Provosts and Vice-Presidents.
- Academic and non-academic staff associations will be formally asked for feedback.
- Special advice has been provided throughout by Provost's Fellow for EDI, Malinda Smith.

Revisions to the Faculty Deans Review Procedure
Case for Action
Winter 2020

Rationale for changes to the Dean Review Procedure
Like the Recruitment Policy as a whole, the Dean Review Procedure has not been substantively reviewed since 2011. This review aligns with the Equity, Diversity and Inclusivity (EDI) Strategy requirement to review University policy using an equity lens. However, in addition to the EDI elements that were integrated throughout the suite, there are proposed substantive changes to the process that aim to ensure fairness to incumbents and strengthen the process.

Key Objectives and Summary of Changes:
The revisions of the Faculty Deans Review Procedure will:

- Provide clarity on how conflict of Interest and confidentiality will be managed during the process;
- Improve role clarity for all participants in the process by outlining a detailed, sequential description of the dean review process, from initiation to reappointment;
- Streamline and standardize the Dean Review Committee composition for all Faculties;
- Outline the specific metrics of performance being assessed through the introduction of Review Criteria;
- Position dean review committees with better information at the beginning of the process by requiring tailored community consultation;
- Provide more detailed community feedback to the incumbent dean prior to the Faculty Forum, allowing them the opportunity to more fully address community feedback at the Faculty Forum.

<u>Contents</u>

May 11, 2020

Recruitment and Selection of Employees Policy "Recruitment Policy"

Office of Accountability: Provost and Vice-President (Academic) and Vice-President (Finance and Administration)

Office of Administrative Responsibility: Vice-Provost & Associate Vice-President (Human Resources) and Faculty Relations, Office of the Provost & Vice-President (Academic)

Approver: General Faculties Council & Board of Governors

Scope: Compliance with University policy extends to all academic, support and excluded staff, postdoctoral fellows, and academic colleagues as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories).

Overview

To sustain its high quality workforce, the University of Alberta ("University") is committed to hiring the best-qualified candidates for its employment opportunities and aspires to achieve an **equitable**, **diverse** and **inclusive** community of **employees** consistent with the mission set out in its *Strategic Plan for Equity, Diversity, and Inclusivity* ("EDI Strategic Plan") and Institutional Strategic Plan *For the Public Good*. The University seeks to be a leader in equity, diversity and inclusivity in recruitment.

The University will actively encourage the recruitment of **persons historically under-represented** at the University - including women, Indigenous persons, members of visible minority groups, persons with disabilities and persons who identify with under-represented sexual orientations, gender identity or expression. Achieving the University's goals of an equitable, diverse, inclusive and high-quality workforce, requires the conscious adoption of principles and practices in its recruitment processes including its processes related to the composition of selection and review committees. These principles and practices are designed to ensure that access to the University's employment opportunities is equitable and inclusive by removing employment-related barriers, particularly those based on **protected grounds**. This will require periodic assessment of demographic, intellectual, and other aspects of diversity when contemplating a search. Committees must consider any diversity-related issues that exist with respect to the relevant employee group and must consider what steps it may reasonably take to address those issues.

By adopting EDI principles and practices, the University hopes to achieve equity in the workplace and correct employment disadvantages experienced by persons historically underrepresented at the University.

Purpose

The purpose of this policy is to set out the principles and practices that apply to
- recruitment decisions and processes, and
- candidates for employment

in order to recruit an equitable, diverse, inclusive and high-quality workforce. Doing so will contribute to

the University's mission, achieve equality in the workplace, correct employment disadvantages experienced by persons historically underrepresented at the University, and advance excellence, innovation, creativity and engagement for the public good.

POLICY

1. RECRUITMENT PRINCIPLES

a. Each recruitment process will be viewed as an opportunity to move towards a more equitable, diverse and inclusive community of high-quality employees. In all recruitment processes, the job posting will describe the required qualifications in an objective, equitable, and inclusive way.

b. Decisions will be governed by federal and provincial law and legislation, in accordance with the terms and conditions set out in our collective agreements and staff handbooks, University policy, the *Discrimination, Harassment and Duty to Accommodate Policy*, and the EDI Strategic Plan all as may be amended from time to time.

c. Recruitment and decision-making processes will be structured to promote the equitable assessment of candidates. They will reflect a commitment to removing employment-related barriers, especially those experienced by persons historically under-represented.

d. Equity, diversity and inclusivity should factor into the choice of selection committee members themselves as well as the short-listed candidates. Specifically, committees and candidate pools should, to the extent possible, include persons historically under-represented in the discipline, field, and/or employment or job category of focus.

e. Where candidates are determined to be similarly qualified for a position, the final hiring decision will favour the selection of person(s) historically under-represented at the University, especially in the discipline, field and/or employment or job category of focus. This shall be done in accordance with the terms and conditions of the collective agreements.

f. **Senior administrators** are responsible for ensuring that recruitment and decision-making processes within their respective areas of accountability are equitable, appropriately documented, and contribute to an equitable, diverse and inclusive community of employees.

2. PRINCIPLES REGARDING CANDIDATES FOR EMPLOYMENT

a. All qualified individuals may apply for an employment position at the University including University employees, students and alumni. The University actively encourages persons historically under-represented at the University to apply by, for example, advertising in media accessed by those groups.

b. **Foreign nationals** may apply for employment positions. The appointment of a foreign national to the position is, however, subject to applicable federal and provincial laws and legislation.

c. The employment of **children** is subject to applicable provincial laws and legislation.

d. The University's *Conflict* Policy and *Managing Conflict of Interest in Employment Procedure* applies to the recruitment and employment of persons with the University. **Family members** or **associated individuals** may apply for employment positions but the related employee will not be included in the recruitment process or hiring decision. At the same time, family members or associated individuals should receive full consideration for University positions for which they are qualified.

DEFINITIONS

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

Equity/Equitable In the context of this policy, equity is about fair access to employment and the opportunity to succeed in this domain. Employment equity principles, policies, and practices promote [or facilitate] access, representation, opportunities, and meaningful participation of persons historically under-represented.

Diversity In the context of this policy, diversity refers to the demographic and identity difference and variety within the University's workforce, including that based on the protected grounds. More broadly, within the University, diversity also encompasses difference or variety in education, ideas, perspectives, opinions, heuristics, disciplines, methodologies, epistemologies, faculties, skills, and learning opportunities.

Inclusion/Inclusivity In the context of this policy, inclusion is a principle and practice that values and cultivates the full and meaningful participation and representation of persons historically under-represented in the University's workforce.

Employee(s) A person employed by the University and defined under *Recruitment Policy (Appendix A) Definition and Categories of Academic Staff, Postdoctoral Fellows, Academic Colleagues and Excluded Academic Staff or Recruitment Policy (Appendix B) Definition and Categories of Support Staff.*

Persons historically under-represented Women, Indigenous persons (First Nations, Métis, Inuit), members of visible minority groups, persons with disabilities, persons who identify with under-represented sexual orientations, gender identity or expression.

Protected Grounds Refers to those grounds set out and defined in the *Alberta Human Rights Act* and in the University's *Discrimination, Harassment and Duty to Accommodate Policy* (UAPPOL) which are: race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, sexual orientations or political beliefs.

Senior Administrators President, Vice-Presidents, Deputy Provost, Associate Vice-Presidents, Vice-Provosts, Deans, Directors and Chairs.

Foreign national Any individual who is not a Canadian Citizen or Permanent Resident of Canada (Permanent Resident must continue to meet residency requirements).

Children Persons under the age of 16 as defined in s.65(1) of the Employment Standards Code.

Conflict Conflict of interest, conflict of commitment, or institutional conflict as defined in the University of Alberta Conflict Policy – Conflict of Interest and Commitment and Institutional Conflict Policy

Family Member Includes a current employee's spouse or adult interdependent partner or another individual to whom the person is related by blood, marriage, or adoption.

Associated Individuals An individual whose employment by a staff member would have the appearance of being a conflict of interest. This includes consensual personal relationships and business relationships.

RELATED LINKS

Should a link fail, please contact uappol@ualberta.ca.

Alberta Human Rights Act (Government of Alberta)

Conflict Policy – Conflict of Interest and Commitment, and Institutional Conflict (UAPPOL)

Discrimination, Harassment and Duty to Accommodate Policy (UAPPOL)

Employment Standards Code (Government of Alberta)

Equity, Diversity, and Inclusion: Best Practices in Faculty Recruitment and Hiring

Ethical Conduct and Safe Disclosure Policy (UAPPOL)

Human Resources and Skills Development (Government of Canada)

Immigration and Refugee Protection Act (Department of Justice)

Post-Secondary Learning Act (Government of Alberta)

Public Service Employee Relations Act (Government of Alberta)

University of Alberta's Strategic Plan for Equity, Diversity and Inclusivity

PUBLISHED PROCEDURES OF THIS POLICY

Academic Selection Procedure

Academic Staff Posting and Advertising Procedure

Acting and Interim Senior Administration Appointment Procedure

Department Chairs Review Procedure

Department Chairs Selection Procedure

Department Chairs Selection Procedure (Appendix B): Terms and Conditions for Department Chairs

Determination of a Worker's Status Procedure

Faculty Deans Review Procedure

Faculty Deans Selection Procedure

Faculty Deans Selection Procedure Appendix A: Dean Selection Committees for Individual Faculties

Housing Support Procedure

Moving Expenses and Relocation Benefits for Academic Staff Members Procedure

Presidential Review Procedure

Presidential Search Procedure

Presidential Search and Review Procedures (Appendix A): Committees for President Position Definitions and Eligibility

Recruitment Policy (Appendix A) *Definition and Categories of Academic Staff, Postdoctoral Fellows, Academic Colleagues and Excluded Academic Staff*

Recruitment Policy (Appendix B) Definition and Categories of Support Staff

Selection of Department Chairs Procedure (Appendix A): Roles and Responsibilities

Support Staff Posting and Advertising Procedure

Support Staff Selection Procedure

Vice-Presidential Review Procedure

Vice-Presidential Search Procedure

Vice-Presidential Search and Review Procedures Appendix A: Committees for Vice-Presidents Position Definitions and Eligibility

Approval Date: December 11, 2009

Most Recent Editorial Date: May 21, 2014

Parent Policy: Recruitment Policy

Vice-Presidential Search Procedure

Office of Administrative Responsibility: Office of the President

Approver: Board of Governors

Scope: Compliance with this University policy extends to all academic, support and excluded staff, postdoctoral fellows, and academic colleagues as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories).

Overview

The University of Alberta ("University") is committed to appointing the best-qualified candidates for its Vice President employment opportunities and aspires to achieve an **equitable**, **diverse** and **inclusive** community of **senior administrators** and **employees** consistent with the mission set out in its Strategic Plan for Equity, Diversity and Inclusivity ("EDI Strategic Plan"). By adopting EDI principles and practices into its Vice-Presidential search process, the University hopes to achieve diversity in the workplace and correct employment disadvantages experienced by **persons historically under-represented at the University**. These principles and practices are designed to ensure that access to the University's employment opportunities is equitable and inclusive by removing employment-related barriers, particularly those based on **protected grounds**. This will require periodic assessment of demographic, intellectual, and other aspects of diversity when contemplating a search. Committees must consider any diversity-related issues that exist with respect to the relevant employee group and must consider what steps it may reasonably take to address those issues.

Purpose

The purpose of this procedure is to

- establish a Vice-President ("VP") Advisory Search Committee ("Committee") and set out the composition of the Committee
- outline the election procedures for the academic staff members to the Committee
- provide information about the general Vice-President search process
- outline measures for management of **conflict**
- describe how the recommendations to the President and the Board are made and considered.

PROCEDURE

1. VP ADVISORY SEARCH COMMITTEES

a. A Committee for the relevant vice-presidential position shall be established. The rules governing the composition of committees for the following positions are set out in Vice-Presidential Search and Review Procedures Appendix A: Committees for Vice-Presidents Position Definitions and Eligibility.

i. Provost and Vice-President (Academic).

      ii. Vice-President (University Relations)

      iii. Vice-President (Finance and Administration)

      iv. Vice-President (Facilities and Operations)

      v. Vice-President (Research and Innovation)

      vi. Vice-President (Advancement)

b. The Office of the President is responsible for:

- drawing together the Committee
- to the extent possible, ensuring that Committee members reflect broad demographic and diversity, inclusive of persons historically under-represented
- where necessary, appointing an additional member in consultation with the comprised Committee to ensure diversity (see the *Vice-Presidential Search and Review Procedures Appendix A*)
- ensuring that the Committee positions are properly replenished
- making Committee members aware of their obligations under applicable University policy, the **University's *Employment Equity Statement*** and the *Discrimination, Harassment and Duty to Accommodate Policy*, and the *EDI Strategic Plan* all as may be amended from time to time
- providing Committee members with applicable resources, including but not limited to training offered by the Disclosure, Assurance and Institutional Research and Human Resource Services (HRS). Committee members are responsible for awareness of equity, anti-discrimination and bias, and knowledge of relevant policies and procedures.

c. Committee members are responsible for familiarizing themselves with

- the principles of equity, diversity and inclusivity
- concepts of bias awareness, and discrimination
- the obligations under applicable University policies and statements, in particular, the Discrimination, Harassment and Duty to Accommodate Policy, the University's Employment Equity Statement and the EDI Strategic Plan all as may be amended from time to time.
- Members shall abide by the Statement of Ethical Conduct, in particular, with respect to management of conflict throughout the process.

2. ELECTION PROCEDURES FOR VICE PRESIDENT ADVISORY SEARCH COMMITTEE

    b. ELECTION OF NOMINEES

i. Elections will be managed by the GFC Secretary (or their delegate) using a process that is fair and transparent.

ii. Committee composition is set out in the Vice-Presidential Search and Review Procedures Appendix A.

    c. ELECTORATE

The electorate consists of the elected faculty representatives who sit on GFC on a "representation by population" basis and the appointed Academic Staff representatives.

3. VICE PRESIDENT SEARCH PROCESS

1. Conflict of Interest

    a) All Committee members should consider potential conflicts of interest. Members will be asked to complete conflict of interest declarations, and any identified real or perceived conflicts of interest must be managed in accordance with the University's *Conflict Policy* and its associated procedures.

    b) Conflicts will be reviewed throughout the process as situations may arise that are related to the applicant pool.

    c) Where a conflict can be managed, the chair shall be notified and the management of it shall be approved by the President, in consultation with Faculty Relations.

    d) Where a conflict cannot be managed to the satisfaction of the chair and President, the nominee may be disqualified and replaced through 2(a) as defined above.

2. Consultant

    a) The President may retain a search consultant and may seek advice from the Committee with respect to retaining a consultant.

    b) The consultant should demonstrate expertise in principles of equity, diversity and inclusivity and same should be reflected in their own organization. The requirement for this expertise should be included in the advertisement.

    c) The consultant will agree to conduct their search with goals of attracting the best-qualified candidates and achieving an equitable, diverse and inclusive community of senior administrators.

2. Advertisement

    a) Any advertisement for a Vice-President position will:
        i. describe the required qualifications, skills, abilities, competencies and credentials in an objective, equitable and inclusive way
        ii. follow the spirit of the requirements set out in the Academic Staff Posting and Advertising Procedure
        iii. appear simultaneously or later than postings on University of Alberta Careers website.

    b) Efforts should be made to advertise in media accessed by persons historically under-represented at the University.

    b)c) The advertisement will normally include a deadline or target date for receipt of applications/nominations and may note that a search may continue past a deadline, until the position is filled.

3. Input from the Community

a. The University community will be canvassed for their views on:

      - The characteristics desirable in the Vice-President being selected

      - The skills, competencies, experiences, and credentials

      - The priorities of that vice-presidential portfolio;

      - Current issues and future directions of the portfolio

      - Leadership qualities; and

      - The demographic diversity of the senior administrative team.

b. Input from the University community will include a position description and/or position profile and will normally be sought through targeted methods to bring the search to the attention of all **employees** and

students.

c. The Committee may also wish to seek input from external communities and to the extent possible, from persons historically under-represented at the University.

d. The Committee shall seek input specifically from groups not represented among Committee membership. Committee members may bring perspectives from their constituencies.

4. Confidentiality

a. Each Committee may identify certain aspects of their discussions as appropriate for public discussion; however, discussion of candidates is confidential.

5. Considerations

    a.   At its pre-interview meetings, the Committee will normally consider the following:

        i. principles of equity, diversity and inclusion and the University's mission set out in its EDI Strategic Plan, as may be amended from time to time

        ii. Confidentiality

        ii. Handling records and FOIPP-related issues

        iii. Procedural matters and Terms of Reference

        iv. Attendance

        v. The advertisement, position description and profile

        vi. Key issues related to the portfolio;

        vii. All resumes and applications, with advice on who should be interviewed;

        viii. Input from the community and portfolio staff, especially from groups not represented in the Committee;

        ix. Interview process (including fulfilling the University's *Duty to Accommodate Procedure*), and questions.

        x. The need to manage conflict of interest throughout the process.

    b.   The Committee will establish the required qualifications, skills, abilities, competencies and credentials for the Vice President position in an objective, equitable and inclusive way.

    c.   The Committee should have regard to inclusive and explicit criteria for the Vice President position in reviewing and evaluating applications.

    b.d. The President should:

        − ensure the Committee documents practices for ensuring the fair and equitable assessment of candidates
        − employs fair, equitable and inclusive indicators for determining the best-qualified candidate
        − ensure that Committee evaluations are supported by evidence and that each candidate's strengths and weaknesses are evaluated fairly and consistently.

    c.e. All candidates selected for an interview should be provided with a common set of instructions, including relevant expectations, protocols, and evaluation criteria.

d.f. Where the candidate is from outside the University and is also seeking an academic staff appointment, the Committee shall request that the relevant Academic Staff advisory selection committee make the recommendation in relation to the academic staff appointment.

g. At each stage of the process, the Committee members should be allocated sufficient time to consider all materials, information, and candidates in a fair and equitable manner.

h. The Committee shall explicitly address any career path choices or interruptions as they might affect the assessment of the candidate.

i. The Committee should ensure, to the extent possible, that the pool of shortlisted candidates reflects or exceeds the demographic diversity of the University, inclusive of persons historically under-represented at the University. Specifically, the pool should be inclusive of persons historically under-represented in the position of Vice-President.

j. Where candidates are determined to be similarly qualified for a position, the final hiring decision will favour achieving diversity in the workplace and correcting employment disadvantages experienced by persons historically under-represented at the University.

4. RECOMMENDATIONS TO THE PRESIDENT AND THE BOARD

a. Following interviews, the Committee will recommend one or more candidates to the President. The President will choose one candidate from among the names recommended by the Committee. If none of the candidates are acceptable to the President, the President will return the matter to the Committee.

b. The President, after consultation with the Board Chair and Chair of the Board Human Resources and Compensation Committee (BHRCC), will make a recommendation with respect to the compensation and benefits of the appointment.

c. The President will inform the Board Chair of the name of their selected candidate. The Board Chair, the Chair of BHRCC and the President will then determine whether the candidate's compensation and benefits expectations fall within Board guidelines.

d. The President will present their candidate to the BHRCC which, in turn, will make a recommendation to the Board of Governors. BHRCC will also consider and approve the compensation and benefits for the recommended candidate, subject to approval of the candidate's appointment by the Board of Governors.

e. The Board of Governors has the authority to accept or reject the recommended candidate. If the Board rejects the candidate the matter is returned to the President.

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. Refer to Recruitment Policy (Appendix A and Appendix B) for definitions of Staff.

Equity/Equitable In the context of this policy, equity is about fair access to employment and the opportunity to succeed in this domain. Employment equity principles, policies, and practices promote [or facilitate] access, representation, opportunities, and meaningful participation of persons historically under-represented.

Diversity In the context of this policy, diversity refers to the demographic and identity difference and variety within the University's workforce, including that based on the protected grounds. More broadly, within the University, diversity also encompasses difference or variety in education, ideas, perspectives, opinions, heuristics, disciplines, methodologies, epistemologies, faculties, skills, and learning opportunities.

Inclusion/Inclusivity In the context of this policy, inclusion is a principle and practice that values and cultivates the full and meaningful participation and representation of persons historically under-represented in the University's workforce.

Employee(s) A person employed by the University and defined under *Recruitment Policy (Appendix A) Definition and Categories of Academic Staff, Postdoctoral Fellows, Academic Colleagues and Excluded Academic Staff or Recruitment Policy (Appendix B) Definition and Categories of Support Staff.*

Persons historically under-represented Women, Indigenous persons (First Nations, Métis, Inuit), members of visible minority groups, persons with disabilities, persons who identify with under-represented sexual orientations, gender identity or expression.

Protected Grounds Refers to those grounds set out and defined in the *Alberta Human Rights Act* and in the University's *Discrimination, Harassment and Duty to Accommodate Policy* (UAPPOL) which are: race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, sexual orientations or political beliefs.

University Employment Equity Statement "The University of Alberta is committed to an equitable, diverse, and inclusive workforce. We welcome applications from all qualified persons. We encourage women; First Nations, Métis and Inuit; members of visible minority groups; persons with disabilities; persons of any sexual orientations or gender identity and expression; and all those who may contribute to the further diversification of ideas and the University to apply."

Conflict Conflict of interest, conflict of commitment, or institutional conflict as defined in the University of Alberta Conflict Policy – Conflict of Interest and Commitment and Institutional Conflict Policy

FORMS

There are no forms for this Procedure.

RELATED LINKS

Should a link fail, please contact uappol@ualberta.ca.

Recruitment Policy (Appendix A) *Definition and Categories of Academic Staff, Postdoctoral Fellows, Academic Colleagues and Excluded Academic Staff* (UAPPOL)

Vice-Presidential Search and Review Procedures Appendix A: Committees for Vice-Presidents Position Definitions and Eligibility (UAPPOL)

Equity, Diversity, and Inclusion: Best Practices in Faculty Recruitment and Hiring

Conflict Policy – Conflict of Interest and Commitment and Institutional Conflict (University of Alberta)

Approval Date: December 11, 2009

Most Recent Editorial Date: May 21, 2014

Parent Policy: Recruitment Policy

Vice-Presidential Review Procedure

Office of Administrative Responsibility: Office of the President

Approver: Board of Governors

Scope:

Compliance with this University policy extends to all academic, support and excluded staff, postdoctoral fellows, and academic colleagues as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories).

Overview

The University of Alberta ("University") is committed to appointing the best-qualified candidates for its Vice-President employment opportunities and aspires to achieve an **equitable**, **diverse** and **inclusive** community of **senior administrators** and **employees** consistent with the mission set out in its Strategic Plan for Equity, Diversity and Inclusivity ("EDI Strategic Plan"). By adopting EDI principles and practices into its Vice President search process, the University hopes to achieve diversity in the workplace and correct employment disadvantages experienced by **persons historically under-represented at the University**. These principles and practices are designed to ensure that access to the University's employment opportunities is equitable and inclusive by removing employment-related barriers - particularly those based on **protected grounds**. This will require periodic assessment of demographic, intellectual, and other aspects of diversity when contemplating a search. Committees must consider any diversity-related issues that exist with respect to the relevant employee group and must consider what steps it may reasonably take to address those issues.

Purpose

The purpose of this procedure is to

- establish a Vice President ("VP") Advisory Review Committee ("Committee") and set out the composition of the Committee
- outline the election procedures for the academic staff members to the Committee
- outline the general Vice President review process
- outline measures for management of **conflict**
- describe how the recommendations to the President and the Board are made and considered.

PROCEDURE

1. REQUEST FOR REVIEW

a. The Vice-President shall advise the President of their request for consideration of renewal for an additional term. This request shall be received by the President not less than 12 months prior

to the end of the incumbent Vice-President's term. Exceptions may be granted at the discretion of the President.

b. Upon such request the President shall establish a Committee in accordance with the following procedures.

2. COMPOSITION OF VP ADVISORY REVIEW COMMITTEES

a. The rules governing the composition of Committees for the following positions are set out in Vice-Presidential Search and Review Procedures Appendix A: Committees for Vice-Presidents Position Definitions and Eligibility.

     i.   Provost and Vice-President (Academic).
    ii.   Vice-President (University Relations)
   iii.   Vice-President (Finance and Administration)
   iv.   Vice-President (Facilities and Operations)
    v.   Vice-President (Research and Innovation)
   vi.   Vice-President (Advancement)

b. The Office of the President is responsible for:

     i.   drawing together the Committee
    ii.   to the extent possible, ensuring that Committee members reflect broad demographic and diversity, inclusive of persons historically under-represented
   iii.   where necessary, appointing an additional member in consultation with the comprised Committee to ensure diversity (see the *Vice-Presidential Search and Review Procedures Appendix A*)
   iv.   making Committee members aware of their obligations under applicable University policy, in particular, the *Discrimination, Harassment and Duty to Accommodate Policy*, and the EDI Strategic Plan all as may be amended from time to time
    v.   providing Committee members with applicable resources, including but not limited to training offered by the Disclosure, Assurance and Institutional Research and Human Resource Services (HRS). Committee members are responsible for awareness of equity, anti-discrimination and bias, and knowledge of relevant policies and procedures.

c. Committee members are responsible for familiarizing themselves with

- the principles of equity, diversity and inclusivity
- concepts of bias awareness, and discrimination
- the obligations under applicable University policies and statements, in particular, the Discrimination, Harassment and Duty to Accommodate Policy, the University's Employment Equity Statement and the EDI Strategic Plan all as may be amended from time to time.
- Members shall abide by the Statement of Ethical Conduct, in particular, with respect to management of conflict throughout the process.

d. The incumbent shall be given an opportunity to review the proposed Committee composition and shall be able to signal and potential conflicts of interest.

3. ELECTION PROCEDURES FOR MEMBERS OF ADVISORY REVIEW COMMITTEE

b. ELECTION OF NOMINEES

i. Elections will be managed by the GFC Secretary (or their delegate) using a process that is fair and transparent.

ii. Committee composition is set out in the Vice-Presidential Search and the GFC Secretary will manage Review Procedures Appendix A.

c. ELECTORATE

The electorate consists of the elected faculty representatives who sit on GFC on a "representation by population" basis and the appointed academic staff representatives.

3. VICE PRESIDENT REVIEW PROCESS

a. Conflict of Interest

    i.   All Committee members must consider potential conflicts of interest. Members will be asked to complete conflict of interest declarations, and any identified real or perceived conflicts of interest must be managed in accordance with the University's *Conflict Policy* and its associated procedures.

    ii.   Conflicts will be reviewed throughout the process as situations may arise that are related to the applicant pool.

    iii.   Where a conflict can be managed, the President shall be notified and the management of it shall be approved by the President, in consultation with Faculty Relations.

    iv.   Where a conflict cannot be managed to the satisfaction of the President, the nominee may be disqualified and replaced through 2(b)(iv) as defined above.

b. Input from the Community

    i.   The University community will be canvassed for their views on:

        - the characteristics desirable in the Vice-President being reviewed,

        - the priorities of that vice-presidential portfolio;

        - current issues and future directions of the portfolio; and

        - leadership qualities.

        - consideration of equity and the demographic diversity of the senior administrative team.

    ii.   Input from the University community will normally be sought through targeted methods to bring the review to the attention of all academic staff, non-academic staff, and students. Staff in the current portfolio will also be asked for their input. When input from the internal community is sought, a position description and/or a position profile will be included.

c. The Committee may also wish to seek input from external communities.

d. Confidentiality – Each Committee may identify certain aspects of their discussions as appropriate for public discussion.

e. The Committee shall seek input specifically from groups not represented among committee membership. Committee members may bring perspectives from their constituencies.

f. The President should

    – ensure the Committee documents practices for ensuring the fair and equitable assessment of the incumbent

‒ ensure that Committee evaluations are supported by evidence and that the incumbent's strengths and weaknesses are evaluated fairly and consistently.

4. RECOMMENDATIONS TO THE PRESIDENT AND THE BOARD

a. The Committee will advise the President as to whether it recommends the incumbent nominee. If a positive recommendation is made by the Committee, the President will communicate this to the Board Chair.

b. The President, after consultation with the Board Chair and Chair of the Board Human Resources and Compensation Committee (BHRCC), will make a recommendation regarding compensation and benefits with respect to the appointment.

c. 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.

d. If the nominee, the President, the Board Chair and the Chair of BHRCC agree, the President presents his or her nominee to BHRCC who makes a recommendation to the Board of Governors. BHRCC also considers and approves the compensation and benefits, subject to approval of the reappointment by the Board of Governors.

e. The Board has the authority to accept or reject the recommended incumbent. If the Board rejects the incumbent the matter is returned to the President.

DEFINITIONS

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Senior Administrators President, Vice-Presidents, Deputy Provost, Associate Vice-Presidents, Vice-Provosts, Deans, Directors and Chairs.

Protected Grounds Refers to those grounds set out and defined in the *Alberta Human Rights Act* and in the University's *Discrimination, Harassment and Duty to Accommodate Policy* (UAPPOL) which are: race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental

disability, age, ancestry, place of origin, marital status, source of income, family status, sexual orientations or political beliefs.

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RELATED LINKS

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

Recruitment Policy (Appendix A) *Definition and Categories of Academic Staff, Postdoctoral Fellows, Academic Colleagues and Excluded Academic Staff* (UAPPOL)

Vice-Presidential Search and Review Procedures Appendix A: Committees for Vice-Presidents Position Definitions and Eligibility (UAPPOL)

Equity, Diversity, and Inclusion: Best Practices in Faculty Recruitment and Hiring

Conflict Policy – Conflict of Interest, Commitment, and Institutional Conflict (University of Alberta)

Approval Date: December 11, 2009

Most Recent Editorial Date: January 6, 2014

Parent Policy: Recruitment Policy

This document is an appendix to its parent document. Questions regarding this document should be addressed to the Office of Administrative Responsibility.

Vice-Presidential Search and Review Procedures Appendix A: Committees for Vice-Presidents Position Definitions and Eligibility

Office of Administrative Responsibility: Office of the President

Approver: Board Human Resources and Compensation Committee

COMPOSITION OF ADVISORY SEARCH AND REVIEW COMMITTEES FOR VICE- PRESIDENTS:

All employees described in Category A1.0 and D1.2 of the *Recruitment Policy (Appendix A) Definition and Categories of Academic Staff, Postdoctoral Fellows, Academic Colleagues and Excluded Academic Staff* ("Academic Staff") who do not currently hold an administrative position (of Associate or Assistant Dean or Department Chair, and from amongst MAPS) are eligible to serve as members of the VP Advisory Search Committee.

In the event the Committee does not sufficiently reflect the demographic diversity of the University, an additional Committee member may be appointed by the President in consultation with the comprised Committee.

In the case of Review Committees, the President will consult the incumbent Vice-President under review on the composition of the Committee to assess potential or perceived conflicts of interest. The President will have the authority to assess whether any real or perceived conflict of interest can be managed. If the conflict cannot be managed effectively, the President may replace a Committee member.

1. PROVOST AND VICE-PRESIDENT (ACADEMIC)

   a) President as Chair of the Committee
   b) One member of the Board of Governors appointed by the Board
   c) Two Academic Staff Members elected by the faculty and the appointed academic staff representatives on GFC .
   d) One (1) member of Statutory Deans' Council including appointed (D1.1) members
   e) One member of the AASUA appointed by the AASUA
       Two members of the Students' Union appointed by the Students' Council
   f) One member of the Graduate Students' Association appointed by the GSA
   g) One member of the Non-Academic Staff Association appointed by NASA

For a list of staff who are not eligible to serve on the advisory search and review committees for Vice-Presidents, please see Section 8.

Total: Ten (10) members

2. VICE-PRESIDENT (UNIVERSITY RELATIONS)

   a) President as Chair of the Committee
   b) Provost and Vice-President (Academic)
   c) One member of the Board of Governors appointed by the Board
   d) One member of the Senate appointed by the Senate
   e) President of the Alumni Association
   f) One Academic Staff member, elected by the faculty and the appointed academic staff representatives on GFC.
   g) Two (2) members of Statutory Dean's Council including appointed (D1.1) members, one of whom must be a Dean
   h) One member of the Students' Union appointed by the Students' Council
   i) One member of the Graduate Students' Association appointed by the GSA

For a list of staff who are not eligible to serve on the advisory search and review committees for Vice-Presidents, please see Section 8

Total: Ten (10) members

3. VICE-PRESIDENT (FINANCE AND ADMINISTRATION)

   a) President as Chair of the Committee
   b) Provost and Vice-President (Academic)
   c) One member of the Board of Governors appointed by the Board
   d) Two Academic Staff members elected by the faculty and the appointed academic staff representatives on GFC.
   e) Two (2) members of Statutory Dean's Council including appointed (D1.1) members, one of whom must be a Dean
   f) One member of the Students' Union appointed by the Students' Council
   g) One member of the Graduate Students' Association appointed by the GSA

For a list of staff who are not eligible to serve on the advisory search and review committees for Vice-Presidents, please see Section 8.

Total: Nine (9) members

4. VICE-PRESIDENT (FACILITIES AND OPERATIONS)

   a) President as Chair of the Committee
   b) Provost and Vice-President (Academic)
   c) One members of the Board of Governors appointed by the Board
   d) Two Academic Staff members, elected by the faculty and the appointed academic staff representatives on GFC
   e) Two (2) members of Statutory Dean's Council including appointed (D1.1) members, one of whom must be a Dean
   f) One member of the Students' Union appointed by the Students' Council
   g) One member of the Graduate Students' Association appointed by the GSA
   h) One external representative, with expertise in the area of facilities and/or operations, appointed by the Board in consultation with the President.

For a list of staff who are not eligible to serve on the advisory search and review committees for Vice-Presidents, please see Section 8.

Total: Ten (10) members

5. VICE-PRESIDENT (RESEARCH AND INNOVATION)

      a) President as Chair of the Committee
      b) Provost and Vice-President (Academic)
      c) One member of the Board of Governors as appointed by the Board
      d) One Academic Staff member, elected by the faculty and the appointed academic staff representatives on GFC.
      e) Two (2) members of Statutory Dean's Council including appointed (D1.1) members, one of whom must be a Dean
      f) One member of the AASUA appointed by the AASUA
           One member of the Students' Union as appointed by the Students' Council
      g) Two members of the Graduate Students' Association appointed by the GSA
      h) One member of the Non-Academic Staff Association appointed by NASA

For a list of staff who are not eligible to serve on the advisory search and review committees for Vice-Presidents, please see Section 8.

Total: Eleven (11) members

6. VICE-PRESIDENT (ADVANCEMENT)

      a) President as Chair of the Committee
      b) Provost and Vice-President (Academic)
      c) One member of the Board of Governors appointed by the Board
      d) One member of the Senate appointed by the Senate
      e) President of the Alumni Association
      f) One Academic Staff member, elected by the faculty and the appointed academic staff representatives on GFC.
      g) Two (2) members of Statutory Dean's Council including appointed (D1.1) members, one of whom must be a Dean
      g)h) One member of the Students' Union appointed by the Students' Council
      h)i) One member of the Graduate Students' Association appointed by the GSA

For a list of staff who are not eligible to serve on the advisory search and review committees for Vice-Presidents, please see Section 8.

Total: Ten (10) members

7. Once members have been elected to any of the above Committees, the President may in consultation with the Board Chair or Chair of the Board of Human Resources and Compensation Committee (BHRCC) name up to two additional Academic Staff members to the Committee to ensure broad representation from the University. In those instances where the Committee is not broadly representative of the university community, an additional Committee member may be added by the President in consultation with the comprised Committee.

8. STAFF WHO ARE NOT ELIGIBLE TO SERVE ON ADVISORY AND REVIEW COMMITTEES FOR VICE-PRESIDENTS

Staff who are on leave are not eligible to serve on Committees for Vice-Presidents. The term leave includes: administrative leave, sabbatical, political, medical, parental, childbirth, disability, assisted, secondment.

Staff who hold the administrative positions of Vice-Dean, Associate or Assistant Dean or Department Chair at the time of the initial nomination are not eligible to serve. Other Staff who hold administrative positions may not be eligible to serve. Please refer to *Conflict of Interest and Commitment and Institutional Conflict Policy.*

All nominees shall complete conflict of interest declarations, and any identified real or perceived conflicts of interest must be managed in accordance with relevant university policies. Methods for the management of conflicts of interest shall be approved by the Faculty Relations.

Original Approval Date: May 3, 2011 Most Recent Approval Date: April 11, 2016

Most Recent Editorial Date: December 13, 2013

Parent Policy: Recruitment Policy

Faculty Deans Selection Procedure

Office of Administrative Responsibility: Office of the Provost and Vice-President (Academic)

Approver: General Faculties Council Executive Committee

Scope:

Compliance with this University policy extends to all academic, support and excluded staff, postdoctoral fellows, and academic colleagues as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories).

Overview

The University of Alberta ("University") is committed to appointing the best-qualified candidates for its decanal employment opportunities and aspires to achieve an **equitable**, **diverse** and **inclusive** community of **senior administrators** and **employees** consistent with the mission set out in *its Strategic Plan for Equity, Diversity and Inclusivity* ("EDI Strategic Plan"). By adopting EDI principles and practices into its Faculty Dean search process, the University hopes to achieve diversity in the workplace and correct employment disadvantages experienced by **persons historically under-represented at the University**. These principles and practices are designed to ensure that access to the University's employment opportunities is equitable and inclusive by removing employment-related barriers - particularly those based on **protected grounds**. This will require periodic assessment of demographic, intellectual, and other aspects of diversity when contemplating a search. Committees must consider any diversity-related issues that exist with respect to the relevant employee group and must consider what steps it may reasonably take to address those issues.

With respect to the procedures for the selection of Faculty Deans, the Board and GFC delegate their approval authority to the GFC Executive Committee for all matters of a routine editorial nature. For matters of a substantive nature, the GFC Executive Committee shall recommend to the Board Human Resources and Compensation Committee (BHRCC). The Provost and Vice-President (Academic) will determine what is of a routine/editorial or substantive nature.

Purpose

The purpose of this procedure is to

- provide a general outline of the Faculty Dean selection process
- describe the composition of the Dean Selection Committee, how potential conflicts of interest are addressed and the requirements for quorum
- set out the Committee's Dean selection procedures
- outline measures to manage **conflict**
- describe the Dean appointment process.

PROCEDURE

1. GENERAL OUTLINE OF FACULTY DEAN SELECTION PROCESS

    a. By virtue of the Post-Secondary Learning Act (section 21(1), 83 and 84(1)), the appointment of a Dean is made by the Board of Governors who has delegated their authority to the Board Human Resources Compensation Committee (BHRCC) in accordance with procedures approved by General Faculties Council.

    b. These procedures declare that such appointments shall be made by the Board on the recommendation of the President. The President's recommendation is based on the recommendation of the Committee. The Provost and Vice-President (Academic) is required to present the Committee's selection to the President. The President has the authority to accept or reject the committee's recommendation. If the President accepts, they recommend the appointment to the Board of Governors through BHRCC. If the President does not accept the committee's recommendation, they will meet with the committee to explain this decision.

    c. The process of selection at the end of a term is initiated by the Provost and Vice-President (Academic) for Deans at least nine (9) months prior to the end of the incumbent's term.

FACULTY DEAN SELECTION COMMITTEE

1. Committee and its composition

    a. All selections shall be carried out by a duly constituted Faculty Dean Selection Committee ("Committee").

    b. The composition of Committees varies by Faculty. Changes to the composition of individual Faculties' selection committees may be initiated by the Faculty or by the Provost but must be approved by their respective Faculty Councils.

    c. Overall, the Committee composition should, to the extent possible, be considerate of relevant diversity-related issues. Specifically, Committees should be inclusive of persons historically under-represented relative to the pool of deans.

    c.d. Committee members designated by the President, Provost or Vice-President (Research and Innovation), should, to the extent possible, ensure the Committee is inclusive of persons historically under-represented relative to the discipline, field, and pool of deans.

    d.e. Once the Committee has been established, with all members elected or designated, the Provost will consult with the President on the composition of the Committee. The President may, in consultation with the Chair or Vice-Chair of the GFC Nominating Committee, name up to two additional members to the Committee to ensure broad representation and, to the extent possible, address relevant diversity-related issues.

    e.f. Requirements or elements common to the Committees across all Faculties include the following,

- Provost and Vice-President (Academic), or designee, chairs the Committee.
- Vice-President (Research & Innovation), or designee, vice-chair.
- Vice-Provost and Dean of the Faculty of Graduate Studies and Research, or designee
- Academic Faculty Members
- Undergraduate and Graduate Students
- Support Staff, and/or Management and Professional Staff (MAPS)
- Representation from General Faculties Council.

f.g. The Provost shall establish guidelines for Committees. A Committee is charged with obtaining the best-qualified person available for the position and contributing to the University's goal of achieving an equitable, diverse and inclusive community of senior administrators.

g.h. The Provost as chair of the Committee is responsible for:

- making Committee members aware of their obligations under applicable University policy, in particular, the *Discrimination, Harassment and Duty to Accommodate Policy*, the University's *Employment Equity Statement* and the EDI Strategic Plan all as may be amended from time to time and documenting and confirming these efforts
- providing Committee members with applicable resources, including but not limited to, training offered by the Disclosure, Assurance and Institutional Research and Human Resource Services (HRS).
- ensure the Committee documents practices for ensuring the fair and equitable assessment of candidates
- hold the Committee to account to employ fair, equitable and inclusive indicators for determining the best-qualified candidate
- ensure that Committee evaluations are supported by evidence and that each candidate's strengths and weaknesses are evaluated fairly and consistently.

h.i. Committee members are responsible for familiarizing themselves with the principles of equity, diversity and inclusivity, concepts of bias awareness and discrimination, the obligations under applicable University policies, in particular, the *Discrimination, Harassment and Duty to Accommodate Policy*, the University's *Employment Equity Statement* and the EDI Strategic Plan all as may be amended from time to time.

2. All members shall abide by the Statement of Ethical Conduct, in particular, with respect to management of **conflict** throughout the process. Conflict of Interest

   a. All Committee members must consider potential conflicts of interest. Members will be asked to complete conflict of interest declarations, and any identified real or perceived conflicts of interest must be managed in accordance with the University's Conflict Policy and its associated procedures.

   b. Conflicts will be reviewed throughout the process as situations may arise that are related to the applicant pool.

   c. Where a conflict can be managed, the Chair shall be notified and the management of it shall be approved by the President, in consultation with Faculty Relations.

   d. Where a conflict cannot be managed to the satisfaction of the Chair and President, the nominee may be disqualified and replaced through 1(f) as defined above.

   e. Notwithstanding the above, an incumbent shall not be eligible to vote in the election of Committee members.

   f. In no instance shall the membership of a Committee include:
      (1) a current candidate for the office
      (2) the outgoing Dean
      (3) any person with an apparent conflict of interest as determined by the Provost.

3. Quorum

   a. At any meeting of a Committee for Dean where a final decision is made, at least one (1) of the two (2) Vice-Presidential members must be present, the Provost or Vice-President (Research and Innovation), and no more than two (2) of the other members shall be absent.

   b. To participate in a final decision and ensure fairness, Committee members must have been present at all sessions where all candidates were considered.

DEAN SELECTION PROCEDURES

1. General Case

Soliciting applicants

    a. The Committee shall invite suggestions concerning possible candidates from the members of the Faculty concerned and encourage the nomination of persons historically under-represented at the University and Faculty.

    b. In addition to accepting applications from qualified candidates a Committee may actively solicit applications from apparently qualified persons including persons historically under-represented at the University.

    c. The committee is responsible to ensure, to the extent possible, that the applicant pool reflects and exceeds the demographic diversity of the University inclusive of persons historically under-represented and may continue the solicitation of applications and extend any applicable deadline for submitting applications for this purpose.

Advertisement

    d. All vacancies must be advertised within the University, in accordance with the University's *Academic Staff Posting and Advertising Procedure*.

    e. Advertisements will appear simultaneously or later than postings on the University of Alberta Careers website.

    f. If a vacancy may be filled by an appointee from outside the University, then the vacancy must be advertised widely outside the University, including in media accessed by persons historically under-represented at the University.

Evaluation of qualifications and selection of candidate

    g. The Committee may consult with the incumbent Dean of the Faculty and/or other source in the subject Faculty where it requires additional information concerning the duties, functions, responsibilities, authorities, *et cetera* of the Dean position in question.

    h. The Committee will establish the required qualifications, skills, abilities, competencies and credentials for the Dean position in an objective, equitable and inclusive way.

    i. The Committee should have regard to inclusive and explicit criteria for the Dean position in reviewing and evaluating applications.

    j. The Committee chair should:

- Ensure the Committee documents practices for ensuring the fair and equitable assessment of candidates
- Employs fair, equitable and inclusive indicators for determining the best-qualified candidate
- Ensure that Committee evaluations are supported by evidence and that each candidate's strengths and weaknesses are evaluated fairly and consistently.

    h. k. All candidates selected for an interview should be provided with a common set of instructions, including relevant expectations, protocols, and evaluation criteria.

    i. l. The Committee will fulfil the university's duty to accommodate by giving candidates the opportunity to ask for reasonable accommodation during the application and interview process.

    j. m. Where the candidate is from outside the University, the Committee shall also serve as the Faculty Selection Advisory Committee in relation to the academic staff appointment.

    k. n. If the incumbent is a candidate, past performance must be considered by the Committee.

o.   The committee shall explicitly address any career path choices or interruptions as they might affect the assessment of the candidate.

l.p. At each stage of the selection process the Committee members should be allocated enough time to consider all materials, information, and candidates in a fair and equitable manner.

q.   The Committee should ensure, to the extent possible, that the pool of shortlisted candidates reflects or exceeds the demographic diversity of the University. Specifically, the candidate pool should be inclusive of persons historically under-represented relative to the pool of deans.

m.r. Where candidates are determined to be similarly qualified for the Dean position, the final selection/recommendation decision will favour achieving diversity in the workplace and correcting employment disadvantages experienced by persons historically under-represented at the University.

n.s. When the Committee has reached a decision on the candidate, the Provost is required to present the Committee's selection to the President.

2. Special Cases for Selection Procedures

Engineering Deans

a. The Committee shall recommend (1) candidate as the proposed Dean.
The Academic Staff members of the Faculty shall, by a simple majority vote, indicate acceptance or rejection of the committee's recommendation. The ballot paper shall read:

> I accept the Committee's recommendation for Dean
>
> I reject the Committee's recommendation for Dean

b. In the event of rejection, the Committee shall recommend another candidate.
c. The vote, by secret ballot, shall be conducted by the selection committee in accordance with the procedures laid down by the Faculty of Engineering.
d. The Chair of the Committee, shall make the vote known to the successful candidate, including abstentions

DEAN APPOINTMENT PROCESS

a. If the conditions of employment and criteria for future evaluation of the person selected differ from statutory duties or standard expectations, these must be specified fully at the time of appointment.
b. Acceptance of an appointment is taken as indicating acceptance of the procedures and criteria to be used at the end of the term. The letter of appointment is binding on both the Board and the person being appointed.
c. The term of office shall not exceed five (5) years. The letter of appointment must specify whether reappointment is to be by Selection or Review as set out in the Dean's Review Procedure.

DEFINITIONS

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

Equity/Equitable In the context of this policy, equity is about fair access to employment and the

opportunity to succeed in this domain. Employment equity principles, policies, and practices promote [or facilitate] access, representation, opportunities, and meaningful participation of persons historically under-represented.

Diversity In the context of this policy, diversity refers to the demographic and identity difference and variety within the University's workforce, including that based on the protected grounds. More broadly, within the University, diversity also encompasses difference or variety in education, ideas, perspectives, opinions, heuristics, disciplines, methodologies, epistemologies, faculties, skills, and learning opportunities.

Inclusion/Inclusivity In the context of this policy, inclusion is a principle and practice that values and cultivates the full and meaningful participation and representation of persons historically under-represented in the University's workforce.

Employee(s) A person employed by the University and defined under *Recruitment Policy (Appendix A) Definition and Categories of Academic Staff, Postdoctoral Fellows, Academic Colleagues and Excluded Academic Staff or Recruitment Policy (Appendix B) Definition and Categories of Support Staff.*

Persons historically under-represented Women, Indigenous persons (First Nations, Métis, Inuit), members of visible minority groups, persons with disabilities, persons who identify with under-represented sexual orientations, gender identity or expression.

Senior Administrators President, Vice-Presidents, Deputy Provost, Associate Vice-Presidents, Vice-Provosts, Deans, Directors and Chairs.

Protected Grounds Refers to those grounds set out and defined in the *Alberta Human Rights Act* and in the University's *Discrimination, Harassment and Duty to Accommodate Policy* (UAPPOL) which are: race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, sexual orientations or political beliefs.

Faculty Member "Faculty Member" means a full-time Academic Faculty member (from Category A1.1 or A1.6) who is employed at the University under the terms and conditions of the Board/AASUA Collective Agreement, Schedule A– Academic Faculty Members.

University Employment Equity Statement "The University of Alberta is committed to an equitable, diverse, and inclusive workforce. We welcome applications from all qualified persons. We encourage women; First Nations, Métis and Inuit; members of visible minority groups; persons with disabilities; persons of any sexual orientations or gender identity and expression; and all those who may contribute to the further diversification of ideas and the University to apply."

Conflict Conflict of interest, conflict of commitment, or institutional conflict as defined in the University of Alberta Conflict Policy – Conflict of Interest and Commitment and Institutional Conflict Policy

RELATED LINKS

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

Access to Information and Protection of Privacy Policy (UAPPOL)

Recruitment Policy (Appendix A) *Definition and Categories of Academic Staff, Postdoctoral Fellows, Academic Colleagues and Excluded Academic Staff* (UAPPOL)

Recruitment Policy (Appendix B) Definition and Categories of Support Staff (UAPPOL)

Faculty Deans Review Procedure (UAPPOL)

Faculty Deans Selection Procedure Appendix A Dean Selection Committees for Individual Faculties (UAPPOL)

Equity, Diversity, and Inclusion: Best Practices in Faculty Recruitment and Hiring**Approval Date: February 6, 2012   Most Recent Approval Date: June 27, 2019**

Most Recent Editorial Date: July 29, 2019

Parent Policy: Recruitment Policy

Faculty Deans Review Procedure

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

Overview

The University of Alberta ("University") is committed to appointing the best-qualified deans and aspires to achieve an **equitable**, **diverse** and **inclusive** community of **senior administrators** and **employees** consistent with the mission set out in its *Strategic Plan for Equity, Diversity and Inclusivity* ("EDI Strategic Plan"). By adopting EDI principles and practices into its Faculty Dean review process, the University hopes to achieve diversity in the workplace and correct employment disadvantages experienced by **persons historically under-represented at the University**. These principles and practices are designed to ensure that access to the University's employment opportunities is equitable and inclusive by removing employment-related barriers - particularly those based on **protected grounds**. This will require periodic assessment of demographic, intellectual, and other aspects of diversity when contemplating a search. Committees must consider any diversity-related issues that exist with respect to the relevant employee group and must consider what steps it may reasonably take to address those issues.

By virtue of the *Post-Secondary Learning Act* (section 21(1), 83 and 84(1)), the appointment of a Dean is made by the Board of Governors who has delegated their authority to the Board Human Resources Compensation Committee (BHRCC) in accordance with procedures approved by General Faculties Council.

With respect to the procedures for the review and reappointment of a Faculty Dean ("Dean"), the Board and GFC delegate their approval authority to the GFC Executive Committee for all matters of a routine or editorial nature. For matters of a substantive nature, the GFC Executive Committee will recommend to the BHRCC. The Provost and Vice-President (Academic) will determine what is of a routine/editorial or substantive nature.

Purpose

A new Dean will be appointed for an initial term through the Faculty Deans Selection Procedure. Should the incumbent Dean be considered for reappointment for a subsequent term, this Faculty Deans Review Procedure will be employed.

The purpose of this procedure is to set out:

- the principles and practices that apply to review of incumbent Deans in order to ensure a fair and equitable process.
- how the Dean review and reappointment is initiated

- matters pertaining to the Dean Review Committee (the "Committee") including its mandate, composition, and how potential **conflicts** of interest, quorum and privacy and confidentiality are managed
- the Dean review process including the review criteria, consultations, the provision of feedback to the Dean, the Faculty forum and the committee's recommendation on reappointment
- the exceptions to this procedure
- the delegated authority for Dean appointments and with respect to the Dean review and reappointment procedures

PROCEDURE

1. INITIATION OF THE DEAN REVIEW AND REAPPOINTMENT PROCESS

A. Standard Review and Reappointment Process

The review and reappointment process is initiated by the Provost at least sixteen (16) months prior to the end of the incumbent's term or as otherwise set out in the relevant employment agreement.

B. Review by petition process

During the incumbent Dean's term, petitions for an out-of-cycle review can be submitted to the Provost, by petition.

- Where the petition is signed by a majority of **faculty members** in the Faculty, the Provost will initiate this review procedure. Signatories for such petitions may not include faculty members on leave.
- Where the petition is not signed by a majority of faculty members in the Faculty, the Provost, in consultation with the President, will decide whether to initiate the review and reappointment process or an alternative process, to be determined by the Provost and President.
- Where a review by petition is undertaken, the President, after considering the recommendation of the review committee or the results of the alternative process, will either decide that
    a) the Dean will complete the term of appointment, in which case the decision is final and binding, and inform the BHRCC.
    b) recommend to the BHRCC that the Dean's appointment be terminated, following which the BHRCC will decide whether to terminate the appointment of the Dean before the end of their term.

Where the incumbent is endorsed to continue their normal term, if applicable, the standard Dean Review procedure will be undertaken in the ordinary course.

C. Term

A Dean will normally serve no more than two terms.

Any exception to the two-term limit will be based on a recommendation from the Provost to the President, who will make the final decision.

In instances where the President decides that a third term may be sought, the Faculty Deans Review Procedure or a Dean Selection Procedure will be implemented at the discretion of the Provost and President.

Under no circumstances will a Dean serve more than three terms.

2. THE DEAN REVIEW COMMITTEE

A. Mandate of the Dean Review Committee

The mandate of the Committee is to make recommendations to the Provost and President on the reappointment of an incumbent Dean. To fulfill this mandate, the committee is charged with reviewing the performance of an incumbent Dean, collecting feedback through broad consultation with stakeholders, and conducting an interview with the incumbent.

The Committee will be struck at least 8 months before the end of the incumbent's term.

The Provost as chair of the Committee is responsible for:

- making Committee members aware of their obligations under applicable University policies, in particular, the *Discrimination, Harassment and Duty to Accommodate Policy*, the *Conflict Policy – Conflict of Interest and Commitment and Institutional Conflict Policy*, the **University's Employment Equity Statement** and the *EDI Strategic Plan* all as may be amended from time to time and documenting and confirming these efforts
- providing Committee members with applicable resources, including but not limited to, training offered by the Disclosure, Assurance and Institutional Research and Human Resource Services (HRS).

Committee members are responsible for

- familiarizing themselves with the principles of equity, diversity and inclusivity, concepts of bias awareness and discrimination, the obligations under applicable University policies, in particular, the Discrimination, Harassment and Duty to Accommodate Policy, the *Conflict Policy – Conflict of Interest and Commitment and Institutional Conflict Policy*, the University's Employment Equity Statement and the EDI Strategic Plan all as may be amended from time to time.
- abiding by the Statement of Ethical Conduct with a particular focus on the management of conflict of interest and conflict of commitment throughout the process.

B. Composition

i. The members of the Committee are:

- Provost, or designee, (Committee Chair);
- Vice-President (Research and Innovation), or designee, Committee Vice-chair;
- Vice-Provost and Dean of the Faculty of Graduate Studies and Research, or designee;
- 2 Academic Faculty Members from the incumbent Dean's Faculty, to be elected by Faculty Council;
- 1 Undergraduate and 1 Graduate Student from the incumbent Dean's Faculty, to be selected by the Students' Union and the Graduate Students' Association;
- 1 Support staff member (Category S1.0) from the incumbent Dean's Faculty
- 1 Administrative and Professional Officer (A1.2), or Management and Professional Staff (MAPS) from the incumbent Dean's Faculty;

The largest proportion (>50%) of the total Committee membership should be comprised of Academic Faculty Members, the Provost, Vice-President (Research and Innovation), and Vice-Provost and Dean of FGSR).

Elected representative(s) from other academic staff categories may be added in Faculties where the staff numbers are sufficient (ATS, FSO, TRAS and/or TLAPS).

The composition of the Committees for the Vice-Provost and Dean of Students, and the Vice-Provost and Dean of FGSR, and the Vice-Provost and Chief Librarian may be different and are specified in *Faculty Deans Selection Procedure Appendix A: Committees for Individual Faculties.*

ii. Equity, diversity and inclusivity should factor into the composition of the review committee members.

iii. Procedures for the selection of faculty members, students, staff and Management and Professional staff should be documented and reviewed by the Office of the Provost and Vice-President (Academic) to ensure that they are consistent with the principles expressed in the *Recruitment Policy* around equity, diversity, and inclusivity.

The incumbent Dean will not be eligible to vote in the election of representatives to serve on their Dean

review committee.

iv. Once the Committee has been established, the Provost and Vice-President (Academic) will consult with the Chair or Vice-Chair of the GFC Nominating Committee and name up to two additional members to the selection committee to ensure sufficient representation and diversity.

v. Conflict of interest must be managed proactively across the review process. The Provost may consult the incumbent Dean on the composition of the review committee to assess potential or perceived conflicts of interest. The Provost will have the authority to assess whether any real or perceived conflict of interest can be managed. If the conflict cannot be managed effectively, the Provost will replace the Committee member.

All Committee members shall complete conflict of interest declarations, and any identified real or perceived conflicts of interest must be managed in accord with relevant university policies. Where a real or perceived conflict of interest cannot be managed to the satisfaction of the Provost, the Committee member will be replaced.

C. Procedures

1) Quorum

At any Committee meeting where a decision is made, at least one (1) of the two (2) Vice-Presidential members must be present, that is, either the Chair or Vice-Chair, and no more than two (2) of the other members shall be absent.

2) Confidentiality

Personal information collected or created by or on behalf of the Committee is confidential and must be managed in accordance with the University's Access to Information and Protection of Privacy Policy. Members of the Committee will be required to sign confidentiality agreements. At any time in the process, the Chair may remove members from the Committee who fail to honor commitments to confidentiality. Members may seek information from their constituencies and keep constituencies apprised of the non-confidential aspects of the review process. The Chair will guide Committee members with respect to consultations with their constituencies.

3) General

The Chair is responsible for making Committee members aware of their obligations under the *Discrimination, Harassment and Duty to Accommodate Policy, Code of Conduct*, the *Conflict Policy – Conflict of Interest and Commitment and Institutional Conflict Policy* and of applicable resources, including but not limited to the training offered by the Disclosure, Assurance and Institutional Research and Human Resource Services (HRS).

Committee members are responsible for awareness of equity, anti-discrimination and bias awareness, and knowledge of relevant policies and procedures prior to the first meeting. This should be confirmed and documented by the Chair.

3. REVIEW PROCESS

A. Review Criteria

The Provost, in consultation with the President, will provide the Dean with the review criteria for reappointment. The review criteria will include an assessment of their achievements as Dean and the position description used at the time of appointment. The review criteria will take into consideration any issues that arose over their term.

The Dean will write a self-assessment on their performance relevant to the review criteria over their first term. The Committee will use the criteria to guide consultations with the Faculty and relevant university and community stakeholders and to inform their recommendation on the reappointment of the incumbent.

B. Consultations and recommendation on reappointment

The Provost will determine a suitable consultation procedure to be implemented on a suitable timeframe to promote equitable participation by community members and stakeholders and fair evaluation of the incumbent.

The Committee will consult at a minimum with Academic Faculty Members, staff, and students.

The Committee will solicit feedback from stakeholder groups as determined to be relevant according to review criteria.

All consultations, including the Faculty forum, will be documented and a process for online written submissions will be established. Anonymous submissions will not be admitted but submissions may be anonymized before submission to the Committee.

The relevancy of all materials submitted will be determined by the Committee in consultation with Faculty Relations.

The Committee should consult with diverse colleagues as well as proactively solicit feedback from individuals from diverse backgrounds and perspectives.

Members of the Faculty are strongly encouraged to provide feedback during the consultations to ensure broad input.

C. Feedback Provided to the Dean

After the relevancy of all material submitted has been determined by the Committee and Faculty Relations, the Chair will provide the incumbent Dean with a summary of the material gathered respecting the confidentiality of respondents where requested. Simply providing original documents with identifying information redacted will not be acceptable.

D. Faculty Forum

- The Committee members will attend a Faculty forum for members of the Faculty and University community, which the Provost will chair.
- The Provost will be invited to present a summary of the Dean's achievements during their term(s) as Dean as relevant to the review criteria.
- The Dean will give an oral presentation that must include achievements during their term(s) as Dean, and address any expectations that arose during their term, and articulate their vision and goals for the next term.
- There will be time at the end of the presentations for Q & A from attendees.
- An online consultation will remain open to the community for a minimum of 3 working days following the forum to gather feedback on the Dean's presentation provided at the Faculty Forum.

4. RECOMMENDATION ON REAPPOINTMENT

- The Committee will meet to review the feedback from the community following the Faculty forum. Consideration of all materials provided will inform their decision.
- The Committee will vote to either support or deny the incumbent Dean's reappointment.
- The Provost will advise the President of the committee's recommendation. If the President doesn't accept the committee's recommendation, the President will meet with the committee to explain the President's reasons.
- When the President endorses reappointment of the Dean, the President will then recommend to the Board of Governors through the BHRCC that the Dean be reappointed. BHRCC will vote to reappoint the Dean or not.
- Following a decision not to renew the appointment of the Dean, or to terminate the appointment of the Dean after a review pursuant to Section 4 of this Procedure, the President will inform the Board of the decision and instruct the Provost to initiate the Selection of Faculty Deans Procedure and invite the Provost to appoint an Interim Dean.

5. EXCEPTIONS TO THESE PROCEDURES

At any time, notwithstanding the provisions in these procedures, the President, in their discretion, may recommend the suspension or termination of the appointment of a Dean without establishing a Committee where any action, omission, policy violation, or behaviour of the Dean, alleged or in fact, becomes or reasonably could become materially injurious to the University and its reputation. Termination of the appointment as Dean does not alter the academic appointment of the Dean under the Board/AASUA Collective Agreement. The recommendation of suspension or termination of the appointment of a Dean under such conditions will be made by the President to BHRCC, following which BHRCC will decide whether to suspend or terminate the appointment of a Dean.

6. DELEGATION OF AUTHORITY

By virtue of the *Post-secondary Learning Act* (section 21(1), 83 and 84(1)), the appointment of a Dean is made by the Board of Governors (Board) who has delegated its authority to the BHRCC in accordance with procedures approved by General Faculties council.

With respect to the Dean Review Procedures, the Board and GFC delegate their approval authority to the GFC Executive Committee for all routine or editorial amendments. For substantive amendments, the GFC Executive Committee recommends to the BHRCC, which retains approval authority for substantive amendments. The Provost and Vice-President (Academic) determines whether amendments are routine/editorial or substantive.

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. Refer to Recruitment Policy (Appendix A and Appendix B) for definitions of Staff.

Equity/Equitable In the context of this policy, equity is about fair access to employment and the opportunity to succeed in this domain. Employment equity principles, policies, and practices promote [or facilitate] access, representation, opportunities, and meaningful participation of persons historically under-represented.

Diversity In the context of this policy, diversity refers to the demographic and identity difference and variety within the University's workforce, including that based on the protected grounds. More broadly, within the University, diversity also encompasses difference or variety in education, ideas, perspectives, opinions, heuristics, disciplines, methodologies, epistemologies, faculties, skills, and learning opportunities.

Inclusion/Inclusivity In the context of this policy, inclusion is a principle and practice that values and cultivates the full and meaningful participation and representation of persons historically under-represented in the University's workforce.

Senior Administrators President, Vice-Presidents, Deputy Provost, Associate Vice-Presidents, Vice-Provosts, Deans, Directors and Chairs.

Employee(s) A person employed by the University and defined under *Recruitment Policy (Appendix A) Definition and Categories of Academic Staff, Postdoctoral Fellows, Academic Colleagues and Excluded Academic Staff or Recruitment Policy (Appendix B) Definition and Categories of Support Staff.*

Persons historically under-represented Women, Indigenous persons (First Nations, Métis, Inuit), members of visible minority groups, persons with disabilities, persons who identify with under-represented sexual orientations, gender identity or expression.

Protected Grounds Refers to those grounds set out and defined in the *Alberta Human Rights Act* and in the University's *Discrimination, Harassment and Duty to Accommodate Policy* (UAPPOL) which are: race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental

disability, age, ancestry, place of origin, marital status, source of income, family status, sexual orientations or political beliefs.

University Employment Equity Statement "The University of Alberta is committed to an equitable, diverse, and inclusive workforce. We welcome applications from all qualified persons. We encourage women; First Nations, Métis and Inuit; members of visible minority groups; persons with disabilities; persons of any sexual orientations or gender identity and expression; and all those who may contribute to the further diversification of ideas and the University to apply."

Conflict Conflict of interest, conflict of commitment, or institutional conflict as defined in the University of Alberta Conflict Policy – Conflict of Interest and Commitment and Institutional Conflict Policy

Department Chairs Selection Procedure

Office of Administrative Responsibility: Office of the Provost and Vice-President (Academic)

Approver: General Faculties Council Executive Committee

Scope: Compliance with this University policy extends to all academic, support and excluded staff, postdoctoral fellows, and academic colleagues as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories).

Overview

The University of Alberta ("University") is committed to appointing the best-qualified candidates for its Department Chair ("Chair") employment opportunities and aspires to achieve an **equitable**, **diverse** and **inclusive** community of **senior administrators** and **employees** consistent with the mission set out in *its Strategic Plan for Equity, Diversity and Inclusivity* ("EDI Strategic Plan"). By adopting EDI principles and practices into its Department Chair search process, the University hopes to achieve diversity in the workplace and correct employment disadvantages experienced by **persons historically under-represented at the University**. These principles and practices are designed to ensure that access to the University's employment opportunities is equitable and inclusive by removing employment-related barriers - particularly those based on **protected grounds**. This will require periodic assessment of demographic, intellectual, and other aspects of diversity when contemplating a search. Committees must consider any diversity-related issues that exist with respect to the relevant employee group and must consider what steps it may reasonably take to address those issues.

With respect to the procedures for the selection of Department Chairs, the Board and GFC delegate their approval authority to the GFC Executive Committee for all matters of a routine editorial nature. For matters of a substantive nature, the GFC Executive Committee shall recommend to the Board Human Resources and Compensation Committee (BHRCC). The Provost and Vice-President (Academic) will determine what is of a routine/editorial or substantive nature.

Purpose

The purpose of this procedure is to

- provide a general outline of the Chair selection process
- describe the composition of the Chair Selection Committee, how potential conflicts of interest are addressed and the requirements for quorum
- set out the Committee's Chair selection procedures.

PROCEDURE

1. GENERAL OUTLINE OF CHAIR SELECTION PROCESS

    a. Where a Faculty is divided into Departments, for each Department there shall be appointed a Department Chair

    b. For Department Chairs, selection procedures (rather than review procedures) will be used in all cases unless a Faculty Council has adopted regulations that review or other procedures be used in that Faculty and such regulations have been approved by GFC. Notwithstanding the two basic procedures - selection and review - a certain amount of flexibility may also be permitted. For example, a Faculty may propose using selection procedures in some cases and review in others. Some Faculty Councils have adopted an alternate procedure, approved by GFC, whereby Department Chairs are appointed for an initial term with consideration of renewal by review for one additional term before search and selection procedures are invoked. This is the case in the following Faculties:

i. Faculty of Agricultural, Life and Environmental Sciences

ii. Faculty of Arts

iii. Faculty of Education

iv. Faculty of Medicine and Dentistry

v. Faculty of Rehabilitation Medicine

c. Additionally, Faculties should review the demographic diversity of their entire group of chairs when undertaking a Chair selection to assess equity and inclusion. When necessary, they should take proactive measures in Chair selection to ensure that overall, the composition of the entire group of Chairs is inclusive of persons historically under-represented. Such measures should be designed in consultation with the Provost and General Counsel and should be consistent with this Policy and its associated Procedures.

c.d. The letter of appointment must specify whether reappointment is to be by selection or review. The conditions of employment and criteria for future evaluation of the person selected must be specified fully at the time of the appointment if these differ from statutory duties or standard expectations. Acceptance of an appointment is taken as indicating acceptance of the procedures and criteria to be used at the end of the term. The letter of appointment is binding on both the Board and the person being appointed.

d.e. The term of office for a Department Chair will not exceed five (5) years.

The process of selection or review at the end of a term is initiated by the Dean of the Faculty concerned. The process must be initiated at least six (6) months prior to the end of the incumbent's term. The Dean shall be responsible for ensuring that recruitment and decision-making processes within their respective areas of accountability are equitable, appropriately documented, and contribute to an equitable, diverse and inclusive community of employees.

2. THE CHAIR SELECTION COMMITTEE

General Composition of Selection Committees

a. The Committee will normally consist of the following voting members:
- Dean of the Faculty concerned, or designee, Chair.
- Dean of the Faculty of Graduate Studies and Research, or designee.
- Provost and Vice-President (Academic), or designee.

b. Three (3) Academic Faculty Members from the Department concerned, elected by the Academic Faculty Members of the Department.

   i. In practice, among the departmental electorate there will be both declared and undeclared candidates for the Chair's position at the time of the election. Declared candidates may not be elected as departmental representatives; however, these Academic Faculty Members should be included in the electorate. The actual election could be conducted by one of the following methods:

   - The Dean of the Faculty or designee convenes and chairs a special departmental meeting.

   - The Dean arranges for a secret   ballot.

   - The Dean approves election procedures proposed by the Department.

   ii. No Academic Faculty member of the Department in question should be excluded from voting in this election, because of a part-time appointment.

   iii.ii. Academic Faculty Members cannot serve as representatives on selection and review committees for Department Chairs if they are on leave during the time the committee will

meet.

c. One (1) academic faculty member, normally not a member of the Faculty of which the Department concerned is a part, will be selected from a panel which will consist of fifteen (15) members from Categories A1.1, A1.6, or their counterparts in A1.5 and A1.7, who shall be elected by GFC.

- Membership on the panel shall be for three years staggered. (The first such panel under this clause shall consist of five members with a one-year term, five members with a two-year term, and five members with a three-year term.)
- The Chair of a Committee shall notify the Office of the Provost when a Selection Committee is being formed and the Office of the Provost shall then notify the Chair of the Committee which member of the panel will be serving on the Committee.
- The Office of the Provost will designate the member of the panel for a particular Committee after consultation with the Chair of the GFC Nominating Committee. Committee members designated by the Provost should, to the extent possible, take into account the need for the Committee to be inclusive of persons historically under-represented.
- Determination of the staff member to serve on a particular Committee shall be by rotation with the proviso that a member who has a conflict of interest may decline to serve on a particular Committee.
- If a Committee has not completed its activities when the term of a GFC-elected representative on the panel finishes, that individual shall continue to be the GFC representative on that Committee until the selection procedure is complete.

d. One (1) full-time member of the support staff (Category S1.0 and S2.0) from the Department concerned
   i. The support staff Committee member shall be elected by the full-time support staff (Category S1.0 and S2.0) in that Department.
   ii. The Dean's Office shall be responsible for directing the election of any support staff member serving on the Committee.

e. Undergraduate student
   i. All Departments that enroll undergraduate students must include one undergraduate student on their Committees, as selected by the appropriate Department Student Association using whatever method the Association deems suitable.
   ii. If the Department Student Association does not exist, then the appropriate Faculty Student Association will be responsible for selecting the undergraduate student from the Department.
   iii. Once selected, the name and contact information of the student representative must be forwarded by the appropriate Department or Faculty Student Association to the Department Office, and the Students' Union.
   iv. If the Department Student Association (or the student Faculty Association) is unable to find an undergraduate student, the Students' Union will be responsible for the selection of the undergraduate representative from the Department.

f. Graduate student
   i. All Departments that enroll graduate students must include a graduate student on their Committee, as selected by the Department Graduate Students' Association by whatever means the Association deems suitable.
   ii. Once a student is selected, the name and contact information of that student must be forwarded to the Department Office and Graduate Students' Association.
   iii. If the Department Graduate Student Association is unable to find a graduate student, or if

there is no Department Graduate Students' Association, then the Graduate Students' Association will be responsible for the selection of the graduate student representative from the Department.

iv. If the Department enrolls fewer than ten (10) graduate students, the department may request permission to waive graduate student representation from the Provost.

g. For members designated by a Dean or by the Provost and Vice-President (Academic), such designations should, to the extent possible, seek to ensure that the committee composition reflects or exceeds the demographic diversity of the discipline, field, and Department in, inclusion of persons historically under-represented.

h. The Provost may approve exceptions to this procedure and may consult with the GFC Executive.

Special Cases for General Composition of Selection Committee

a. Faculty of Medicine and Dentistry

Instead of the three (3) Academic Faculty Members described in 2.a.iv., the Committees in the Faculty of Medicine and Dentistry will normally consists of the following voting members:

i. Three (3) full-time Academic Staff members (A1.0) or full-time Management and Professional Staff (Excluded) (D1.2) from the Department. At least two (2) must be from the Academic Faculty Members (A1.1 and/or A1.6). Of note, part-time Aademic Faculty Members from the Department (members from categories A1.5 and A1.7) are eligible to elect to, but not sit on Committees.

ii. In addition, Committees in the Faculty of Medicine and Dentistry will normally include the following:

    a. In Clinical Departments: Two (2) Academic Colleagues from the categories of Special "Continuing" (C1.1) and/or Clinical Academic Colleague (C1.2) from the department elected by these groups.

    b. In Clinical Departments: One Resident, if the Department has five (5) or more residents elected by the residents in the Department.

    c. In departments with ten (10) or more Academic Teaching Staff Career Status, Academic Teaching Staff Term 12, and/or Trust/Research Academic Staff (A3.1): up to two (2) full-time academic staff members elected from and by these groups. For Departments with less than ten (10) members in these categories, one (1) member elected from and by these groups.

    d. One (1) member of the Faculty Learning Committee (FLC) as selected by the Chair of FLC.

    e. The Alberta Health Services Edmonton Zone Medical Director unless the Dean, in discussion with the Edmonton Zone Medical Director, accepts a delegate. If a concurrent selection process is occurring as per 3.b.ii, below, this position will remain vacant.

b. Faculty of Engineering

i. Only Selection Committees are formed at the end of an incumbent's term.

ii. The term of a Department Chair shall be five years and at the end of that term the office is considered to be vacant.

iii. There shall be the addition of one (1) Academic Faculty member elected by Engineering Faculty Council from another Department within the Faculty.

iv. There shall be one (1) undergraduate student member, chosen by and from the undergraduate students of the Department concerned, and one (1) graduate student member, chosen by and from the graduate students of the Department concerned.

v. The Provost shall not be a member.

   c. Department of Psychology (Faculty of Arts)
- i. Both the Dean of Arts and the Dean of Science shall serve on the Selection Committee for the Chair of the Department of Psychology, with the Dean of Arts in the Chair.

   d. Small Departments
- i. For Departments with fewer than six (6) Academic Faculty Members, two (2) of the three (3) Committee members referred to in 2(b) above will be replaced by two (2) Academic Faculty Members elected by the Academic Faculty Members elected by the Faculty Council concerned.
- ii. For Departments with six (6) to ten (10) Academic Faculty Members, inclusive, one (1) of the three (3) committee members referred to in 2(b) above will be replaced by one (1)Academic Faculty member elected by the Academic Faculty Members of the Faculty Council concerned.
- iii. The slate of candidates put forward to Faculty Council should, to the extent possible, be considerate of relevant diversity-related issues. Specifically, the pool should be inclusive of persons historically under-represented relative to the discipline, field, and Department.

   e. Department of Biomedical Engineering
- i. The Provost or designee shall be a member.
- ii. The Committee shall include the Dean of the Faculty of Medicine and Dentistry and the Dean of the Faculty of Engineering or their designees.
- iii. The Committee shall be chaired by the Dean or designee of one Faculty decided by mutual agreement between the Deans of the Faculties, or in the event of no agreement, by the Provost or designee.
- iv. The selection of Academic Faculty Members from the Department must be such that at least one Full-time Member shall be from the Faculty of Medicine and Dentistry and one from the Faculty of Engineering or, if this is not possible, from Part-time or Cross Members.
- v. The selection of Members shall, to the extent possible, seek to ensure that the Committee composition reflects or exceeds the demographic diversity of the University, inclusive of persons historically under-represented.

Changes in Committee Composition

   a. In the event that the majority of the statutory members of a Committee, or the Dean, is of the opinion that divisions within the Department are such that the normal composition of the Committee is inappropriate, the statutory members, or the Dean, shall recommend to the Provost that a Committee with a different composition be established. The Provost is authorized to establish a revised composition of the Committee, bearing in mind the principles underlying the normal composition.

Responsibilities of Committee members

   a. The Committee Chair is responsible for
- making Committee members aware of their obligations under applicable University policy, in particular, the *Discrimination, Harassment and Duty to Accommodate Policy*, the University's *Employment Equity Statement* and the EDI Strategic Plan all as may be amended from time to time and documenting and confirming these efforts

   b. providing Committee members with applicable resources, including but not limited to, training offered by the Disclosure, Assurance and Institutional Research and Human Resource Services (HRS).

      c.   Committee members are responsible for familiarizing themselves with the principles of equity, diversity and inclusivity concepts of bias awareness and discrimination the obligations under applicable University policies, in particular, the *Discrimination, Harassment and Duty to Accommodate Policy*, the University's *Employment Equity Statement* and the EDI Strategic Plan all as may be amended from time to time.

Conflict of Interest

a. Notwithstanding the above, an incumbent shall not be eligible to vote in the election of Committee members.

b. In no instance shall the membership of a selection committee include
- a current candidate for the position of Chair
- the outgoing Chair
- any person with an apparent conflict of interest as determined by the Provost.

c. All Committee members shall complete conflict of interest declarations, and any identified **conflict** of interest must be managed in accord with University's Conflict Policy and its associated procedures.

d. The Provost in consultation with Faculty Relations shall determine whether a conflict can be managed.

e. Where a conflict can be managed, the management of it shall be approved by the Provost in consultation with Faculty Relations.

f. Where a conflict cannot be managed to the satisfaction of the Provost, a Committee member may be dismissed and replaced through the selection processes outlined above.

Quorum

a. No more than one (1) member of a Committee can be absent from any meeting at which a final decision is made.

b. To participate in a final decision and ensure fairness, Committee members must have been present at all sessions where all candidates were considered.

3. CHAIR SELECTION PROCEDURES

1. General Selection Procedure

Soliciting applicants

a. The Committee shall invite suggestions concerning possible candidates from the members of the Department concerned and encourage the nomination of persons historically under-represented at the University and the Department.

b. In addition to accepting applications from qualified candidates a Committee may actively solicit applications from apparently qualified persons including persons historically under-represented at the University.

b.c. The Committee should ensure, to the extent possible, that the applicant pool reflects and exceeds the demographic diversity of the University and field inclusive of persons historically under-represented and may continue the solicitation of applications and extend any applicable deadline for submitting applications for this purpose.

Advertisement

d. All vacancies must be advertised within the University.

e. Advertisements will appear simultaneously or later than postings on University of Alberta Careers website.

f. If a vacancy could, potentially, be filled by an appointee from outside the University, then the vacancy must be advertised in accordance with the *Academic Staff Posting*

Procedure, including media accessed by persons historically under-represented at the University.

Evaluation of qualifications and selection of candidate

g. The Committee may consult with the incumbent Chair and/or other sources in the Department where it requires additional information concerning the duties, responsibilities, authorities, *et cetera* of the Department Chair position in question.

h. The Committee will establish the required qualifications, skills, abilities, competencies and credentials for the Chair position in an objective, equitable and inclusive way.

i. The Committee should have regard to inclusive and explicit criteria for the Chair position in reviewing and evaluating applications.

j. The Committee Chair should

- Ensure the Committee documents practices for ensuring the equitable assessment of candidates
- Employs equitable and inclusive indicators for determining the best-qualified candidate
- Ensure that Committee evaluations are supported by evidence and that each candidate's strengths and weaknesses are evaluated equitably and consistently.

k. All candidates selected for an interview should be provided with a common set of instructions, including relevant expectations, protocols, and evaluation criteria.

l. The Committee will fulfil the university's duty to accommodate by giving candidates the opportunity to ask for reasonable accommodation during the application and interview process.

m. Where the candidate is from outside the University, the Committee shall serve as both the selection committee in relation to the administrative appointment and the advisory selection committee in relation to the academic staff appointment.

n. If the incumbent is a candidate, past performance must be considered by the Committee.

o. The Committee shall explicitly address any career path choices or interruptions as they might affect the assessment of the candidate.

p. At each stage of the selection process the Committee members should be allocated sufficient time to consider all materials, information, and candidates in an equitable manner.

q. The Committee should ensure, to the extent possible, that the pool of shortlisted candidates reflects or exceeds the demographic diversity of the University. Specifically, the pool should be inclusive of persons historically under-represented relative to the discipline, field and the pool of Department Chairs.

r. Where candidates are determined to be similarly qualified for the Chair position, the final selection/recommendation decision will favour achieving diversity in the workplace and correcting employment disadvantages experienced by persons historically under-represented at the University.

s. When the Committee has made its decision, the Dean of the Faculty has the authority to accept or reject the committee's recommendation. If the Dean accepts the recommendation, the Dean offers the appointment to the candidate and, following the candidate's acceptance, advises the Provost. The Provost formally advises the candidate on behalf of the University.

t. If the Dean of the Faculty doesn't accept the Committee's recommendation, the Dean will explain their reasons to the Committee and the Committee will then discuss whether another candidate should go forward, or whether to terminate the search and begin again.

2. Special Cases for Selection Procedures

    a. Engineering Chairs

        i. The Committee shall recommend one (1) candidate as the proposed Chair.

        ii. The full-time academic staff of the Department concerned shall, by a simple majority vote, indicate acceptance or rejection of the Committee's recommendation. The ballot paper shall read:

            I accept the Committee's recommendation for Chair.

            I reject the Committee's recommendation for Chair.

        iii. In the event of rejection, the committee shall recommend another candidate.

        iv. The vote, by secret ballot, shall be conducted by the Committee in accordance with the procedures laid down by the Faculty of Engineering.

        v. The Dean, as Chair of the Committee, shall make the vote known to the successful candidate, including abstentions.

    b. Faculty of Medicine and Dentistry

        i. For Clinical Departments where it is possible that the Department Chair and the Zone Clinical Department Head (Alberta Health Services (AHS)) could be the same individual, a concurrent committee (led by AHS) will be formed, that will meet, shortlist, and interview jointly with the University's selection committee.

        ii. The final vote will be a preferential ballot with University and AHS votes counted separately. The total University vote represents the committee's recommendation for Department Chair to the Dean. The total AHS vote represents the AHS committee's recommendation for Zone Clinical Department Head to the Zone Medical Director. The Dean and the Zone Medical Director will then discuss whether or not to offer both roles concurrently to one candidate.

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FORMS

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

RELATED LINKS

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Academic Staff Posting and Advertising Procedure

Appointment of Faculty Procedure (UAPPOL)

Department Chairs Selection Procedure (Appendix B) Terms and Conditions for Department Chairs (UAPPOL)

Recruitment Policy (Appendix A) *Definition and Categories of Academic Staff, Postdoctoral Fellows, Academic Colleagues and Excluded Academic Staff* (UAPPOL)

Recruitment Policy (Appendix B) Definition and Categories of Support Staff (UAPPOL)

Selection of Department Chairs Procedure (Appendix A): Roles and Responsibilities (UAPPOL)

Equity, Diversity, and Inclusion: Best Practices in Faculty Recruitment and Hiring

Approval Date: December 11, 2009

Most Recent Editorial Date: July 27, 2016

Parent Policy: Recruitment Policy

Department Chairs Review Procedure

Office of Administrative Responsibility: Office of the Provost and Vice-President (Academic)

Approver: General Faculties Council Executive Committee

Scope: Compliance with this University policy extends to all academic, support and excluded staff, postdoctoral fellows, and academic colleagues as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories).

Overview

The University of Alberta ("University") is committed to appointing the best-qualified deans and aspires to achieve an **equitable**, **diverse** and **inclusive** community of **senior administrators** and **employees** consistent with the mission set out in *its Strategic Plan for Equity, Diversity and Inclusivity* ("EDI Strategic Plan"). By adopting EDI principles and practices into its Faculty Dean review process, the University hopes to achieve diversity in the workplace and correct employment disadvantages experienced by **persons historically under-represented at the University**. These principles and practices are designed to ensure that access to the University's employment opportunities is equitable and inclusive by removing employment-related barriers - particularly those based on **protected grounds**. This will require periodic assessment of demographic, intellectual, and other aspects of diversity when contemplating a search. Committees must consider any diversity-related issues that exist with respect to the relevant employee group and must consider what steps it may reasonably take to address those issues..

With respect to the procedures for the review of Department Chairs, the Board and GFC delegate their approval authority to the GFC Executive Committee for all matters of a routine editorial nature. For matters of a substantive nature, the GFC Executive Committee shall recommend to the Board Human Resources and Compensation Committee (BHRCC). The Provost and Vice-President (Academic) will determine what is of a routine/editorial or substantive nature.

Purpose

To detail the procedure for the review of Department Chairs.

PROCEDURE

In accordance with the Department Chair Selection Procedure, review procedures will be used instead of selection procedures in the following instances: first, at the end of a term; second, when a Faculty Council has adopted regulations that review procedures will be used in that Faculty and such regulations have been approved by GFC. A certain amount of flexibility may also be permitted. For example, a Faculty may propose to the Dean for approval the use of selection or review procedures [in some cases and review in others]. As well, alternate procedures have been adopted by Faculty Councils and approved by GFC.

1. INSTIGATION OF REVIEWS

Review may come about in three (3) ways:

a. In anticipation of an end of term if provided for in the terms of appointment. (Such a review should serve two purposes. The first is the traditional one of determining if an appointment is to be renewed. The

second is to provide an opportunity for an incumbent to obtain an objective and helpful assessment, which may not be available by other means.)

The term of office for a Department Chair shall not exceed five (5) years.
In accordance with the Department Chair Selection Procedure, review procedures will only be used instead of selection procedures at the end of a term when a Faculty Council has adopted regulations that review procedures will be used in that Faculty and such regulations have been approved by GFC. A certain amount of flexibility may also be permitted. For example, a Faculty may propose using selection procedures in some cases and review in others. Alternate procedures have been adopted by Faculty Councils and approved by GFC.

The process of review in anticipation of the end of a term is initiated by the Dean of the Faculty concerned. The process must be initiated at least six (6) months prior to the end of the incumbent's term. If a review is carried out, the decision must be reached no later than two months after the formation of the committee. The Dean shall be responsible for ensuring that recruitment and decision-making processes within their respective areas of accountability are equitable, appropriately documented, and contribute to an equitable, diverse and inclusive community of employees.

b. During the term at the joint initiative of the Provost and Vice-President (Academic) and Dean of the Faculty.

c. During the term by petition, as follows:

   i. Petitions for review of Department Chairs shall be submitted to the Dean.

   ii. Where the petition is signed by a majority of Academic Faculty Members in the Department, the Dean must establish the appropriate review committee.

   iii. Where the petition is not signed by a majority of Academic Faculty Members in the Department, the Dean shall decide in conjunction with the Provost and Vice-President (Academic) whether or not a review committee shall be established.

2. CONTINUING APPOINTMENTS

   In the case of those Department Chairs whose appointments were made prior to the development of these procedures and whose appointments as Department Chairs are on a continuous basis, performance review procedures will be used and such reviews will be carried out every five (5) years.

3. PERFORMANCE EVALUATIONS

   The specifics of evaluating performance of an incumbent Chair with a view to reappointment fall within the jurisdiction of the review or selection committee. The review should be largely based on an evaluation of the individual's administrative performance. However, it should also be based upon the belief that teaching and research work are continuing commitments of all academics, whether or not they occupy administrative positions. While it is expected that a Chair remain active in at least one of these areas, the extent of such participation will be greatly influenced by the administrative needs of the specific Department or Faculty. The appointment agreement should stipulate the workload and performance expectations in teaching and research for the term, with particular attention to career advancement in Associate Professors.

4. COMPOSITION OF REVIEW COMMITTEES

   a. All reviews shall be carried out by a duly constituted review committee. Normally, the composition of the Committee, the quorum and related matters shall be the same as for selection committees.

b. Once members have been elected, the Provost and Vice-President (Academic) may name up to two additional full-time Academic Faculty Members to the Committee to ensure broad representation and demographic diversity across the Faculty. The Provost shall consult with the Chair or the Vice-chair of the GFC Nominating Committee. Overall, the Committee composition should be representative of the demographic diversity of the University with respect to persons historically under-represented.

 c. Notwithstanding the provisions of 4a (above), in the case of the review of a Department Chair, the incumbent shall not be eligible to vote in the election of departmental representatives to serve on the Committee.

5. REVIEW PROCEDURES

a. General

i. The review Committee is advisory to the Dean and shall obtain information about the effectiveness of the incumbent with respect to the expectations and directions at the time of appointment, and the desirability of reappointment or continuation. The Dean of the Faculty has the authority to accept or reject the Committee's recommendation.

ii. The Committee Chair should
   a. ensure the Committee documents practices for ensuring the equitable assessment of the incumbent
   b. ensure that Committee evaluations are supported by evidence and that the incumbent's strengths and weaknesses are evaluated equitably and consistently.

ii.iii. As a minimum, the Committee shall solicit submissions from the staff of the Department or Faculty, and the Dean in this regard.

iii.iv. All submissions to the Committee shall be in writing and signed; the review committee shall make every effort to ensure confidentiality.

iv.v. The relevancy of all materials submitted shall be determined by the review Committee in consideration of the original job advertisement and expectations at the time of appointment.

v.vi. After the relevancy of all material submitted has been determined by the review Committee, the Committee Chair shall then provide in writing to the incumbent a summary of that material. Comments contained in this summary shall not be attributed to any person(s). It is not acceptable to use redacted versions of the original submissions.

vi.vii. The incumbent shall be invited to submit an oral or written presentation, or both, concerning their performance.

vii.viii. After sufficient discussion, the Chair of the Committee polls the committee to reach a "preliminary decision" in the case. The Dean of the Faculty has the authority to accept or reject the Committee's recommendation.

viii.ix. When the Dean accepts a recommendation to offer an additional term to the incumbent (or to continue in office in the case of a review under 1.b. or 1.c.), or rejects a recommendation not to offer an additional term to the incumbent, the Dean offers the reappointment to the incumbent and, following the incumbent's acceptance, advises the Provost. The Provost formally advises the candidate on behalf of the University.

ix.x. If the Dean of the Faculty does not accept the Committee's recommendation to reappoint, the Dean will explain their reasons to the Committee and to the

incumbent. A selection committee will then be established.

x. xi. If the Dean accepts a recommendation not to reappoint, the Dean will inform the incumbent and the Provost. A selection committee will then be established.

DEFINITIONS

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

Equity/Equitable In the context of this policy, equity is about fair access to employment and the opportunity to succeed in this domain. Employment equity principles, policies, and practices promote [or facilitate] access, representation, opportunities, and meaningful participation of persons historically under-represented.

Diversity In the context of this policy, diversity refers to the demographic and identity difference and variety within the University's workforce, including that based on the protected grounds. More broadly, within the University, diversity also encompasses difference or variety in education, ideas, perspectives, opinions, heuristics, disciplines, methodologies, epistemologies, faculties, skills, and learning opportunities.

Inclusion/Inclusivity In the context of this policy, inclusion is a principle and practice that values and cultivates the full and meaningful participation and representation of persons historically under-represented in the University's workforce.

Employee(s) A person employed by the University and defined under *Recruitment Policy (Appendix A) Definition and Categories of Academic Staff, Postdoctoral Fellows, Academic Colleagues and Excluded Academic Staff or Recruitment Policy (Appendix B) Definition and Categories of Support Staff.*

Persons historically under-represented Women, Indigenous persons (First Nations, Métis, Inuit), members of visible minority groups, persons with disabilities, persons who identify with under-represented sexual orientations, gender identity or expression.

Senior Administrators President, Vice-Presidents, Deputy Provost, Associate Vice-Presidents, Vice-Provosts, Deans, Directors and Chairs.

Protected Grounds Refers to those grounds set out and defined in the *Alberta Human Rights Act* and in the University's *Discrimination, Harassment and Duty to Accommodate Policy* (UAPPOL) which are: race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, sexual orientations or political beliefs.

University Employment Equity Statement "The University of Alberta is committed to an equitable, diverse, and inclusive workforce. We welcome applications from all qualified persons. We encourage women; First Nations, Métis and Inuit; members of visible minority groups; persons with disabilities; persons of any sexual orientations or gender identity and expression; and all those who may contribute to the further diversification of ideas and the University to apply."

Conflict Conflict of interest, conflict of commitment, or institutional conflict as defined in the University of Alberta Conflict Policy – Conflict of Interest and Commitment and Institutional Conflict Polic**Approval Date: May 13, 2011 Effective Date: July 1, 2011**

Parent Policy: Recruitment Policy

Academic Selection Procedure

Office of Administrative Responsibility: Human Resource Services and Faculty Relations Approver: General Faculties Council & Board of Governors

Scope: Compliance with this university policy/procedure extends to all Academic Staff, Administrators and Colleagues; as outlined and defined in Recruitment Policy (Appendix A)

Overview

The University of Alberta ("University") is committed to appointing the best-qualified candidates for its employment opportunities and aspires to achieve an **equitable**, **diverse** and **inclusive** community of **employees** consistent with the mission set out in *its Strategic Plan for Equity, Diversity and Inclusivity* ("EDI Strategic Plan"). By adopting EDI principles and practices into its academic staff selection process, the University hopes to achieve diversity in the workplace and correct employment disadvantages experienced by **persons historically under-represented at the University**. These principles and practices are designed to ensure that access to the University's employment opportunities is equitable and inclusive by removing employment-related barriers, particularly those based on **protected grounds**. This will require periodic assessment of demographic, intellectual, and other aspects of diversity when contemplating a search.

Purpose

The purpose of this procedure is to enable open, transparent, and equitable processes in the selection of all employees defined under *Recruitment Policy (Appendix A) Definition and Categories of Academic Staff, Postdoctoral Fellows, Academic Colleagues and Excluded Academic Staff* and address matters such as:

- Advertisements and applications
- Matters related to advisory selection committees and other persons involved in the appointments
- The procedures for advisory selection committtees, and
- The composition of advisory selection committees.

PROCEDURE

1. APPLICATIONS

> a. Any advertisement will describe the required qualifications, skills, abilities, competencies and credentials in an objective, equitable and inclusive way so as to attract applications from persons historically under-represented at the University.

> b. Personal information is collected in accordance with the provisions of the Freedom of Information and Protection of Privacy Act (FOIPP).

> c. Verification of qualifications, interviews and reference checks will include only those inquiries necessary to determine an applicant's eligibility and suitability.

> d. Any costs associated with the collection of required information are the responsibility of the applicant.

e. Candidates must complete and sign a Consent for Collection and Verification of Information Form before references can be contacted or information verified. The Selection Panel must consider whether all

reasonable efforts have been made to attract applications from persons historically under-represented and empower the panel to extend the deadline for submitting and receiving applications.

2. ADVISORY SELECTION COMMITTEES

    a. Advisory Selection Committees are required for the selection of Academic staff in continuing appointments, subject to the exceptions as outlined below. The role of all selection committees is to advise the authorized appointing officer on selection.

    b. The Committee should consider whether its overall composition includes persons historically under-represented or whether additional panel members are needed to address its diversity.

    c. Committee members are responsible for familiarizing themselves with the principles of equity, diversity and inclusivity concepts of bias awareness as well as the obligations under applicable University policies, such as the *Discrimination, Harassment and Duty to Accommodate Policy*, the University's *Employment Equity Statement* and the EDI Strategic Plan all as may be amended from time to time.

    ~~c.~~ All Committee members shall complete conflict of interest declarations, and any identified **conflict** of interest must be managed in accord with University's Conflict Policy and its associated procedures.

    d. The Committee chair should

- ensure the Committee documents practices for ensuring the equitable assessment of candidates
- employs equitable and inclusive indicators for determining the best-qualified candidate
- ensure that Committee evaluations are supported by evidence and that each candidate's strengths and weaknesses are evaluated equitably and consistently.

a. Academic Faculty Members

i. Academic Faculty Members will be appointed by the Dean who is the authorized appointing officer on the advice of an Advisory Selection Committee. Exceptions to this procedure are outlined in 2.a (iv).

ii. Each academic department will have Advisory Selection Committee(s) for the appointment of Academic Faculty Members. The duty of an Advisory Selection Committee is to provide advice to the Dean.

iii. Advisory Selection Committees cannot be waived for appointments with tenure.

iv. Advisory Selection Committees may be waived for tenure track appointments:

1. for Associate Professors on probation by the Provost on the recommendation of the Dean; and

2. for Assistant Professors by the Dean.

v. If an Academic Faculty member is being selected primarily for a position outside a Faculty (e.g. an administrative appointment), the Academic Faculty member must have a joint appointment with a Faculty for the purposes of making decisions regarding tenure and promotion. The Advisory Selection Committee for the administrative position will provide the Faculty Advisory Selection Committee with the qualifications of the candidate. The Faculty Advisory Selection Committee will advise the Dean on the appointment to the Faculty. When a Dean accepts a joint appointment to their Faculty, the Advisory

Selection Committee can continue with the administrative appointment selection procedure.

vi. The Dean shall be responsible for ensuring that recruitment and decision-making processes are equitable, appropriately documented, and contribute to an equitable, diverse and inclusive community of employees.

b. LIBRARIAN

i. Librarians will be appointed by the Vice Provost and Chief Librarian who is the authorized appointing officer. The Vice-Provost and Chief Librarian shall be responsible for ensuring that recruitment and decision-making processes are equitable, appropriately documented, and contribute to an equitable, diverse and inclusive community of employees.

ii. An Advisory Selection Committee must be used in the appointment of all Librarians hired under the Board/AASUA Collective Agreement, Schedule C for Librarians.

iii. The duty of the Advisory Selection Committee is to provide advice to the Vice-Provost and Chief Librarian on the selection of a Librarian.

iv. Upon the request of the Vice-Provost and Chief Librarian and following consultation with the AASUA, the Provost and Vice-President (Academic) may waive the use of an Advisory Selection Committee.

c. FACULTY SERVICE OFFICER

i. Faculty Service Officers will be appointed by the Dean, who is the authorized appointing officer on the advice of the Advisory Selection Committee. The Dean shall be responsible for ensuring that recruitment and decision-making processes are equitable, appropriately documented, and contribute to an equitable, diverse and inclusive community of employees.

ii. Unless otherwise determined by the Faculty Council, each Faculty will have an Advisory Selection Committee for the appointment of Faculty Service Officers.

iii. The duty of the Advisory Selection Committee is to provide recommendations to the Dean on the appointment of Faculty Service Officers.

iv. If a Faculty Service Officer is being selected for an administrative position outside a Faculty, the Faculty Service Officer must have a joint appointment with a Faculty for the purposes of making decisions regarding promotion and the awarding of a continuing appointment. The Selection Committee for the administrative position will provide the Faculty Advisory Selection Committee with the qualifications of the candidate. The Faculty Advisory Selection Committee will advise the Dean on the appointment of the Faculty Service Officer to a position within the Faculty When a Dean accepts the recommendation, the selection committee can continue with the administrative appointment selection procedure.

d. ADMINISTRATIVE AND PROFESSIONAL OFFICERS

i. Administrative and Professional Officers will be appointed by the appropriate Vice-President who is the authorized appointing officer on the advice of an Advisory Selection Committee. The appropriate Vice-President will be responsible for ensuring that recruitment and decision-making processes are equitable, appropriately documented, and contribute to an equitable, diverse and inclusive community of employees.

ii. An Advisory Selection Committee must be used in the appointment of all Administrative Professional Officers hired under the Board/AASUA Collective Agreement Schedule F for Administrative Professional Officers.

iii. The duty of the Advisory Selection Committee is to provide advice to the Vice-President on the appointment of Administrative Professional Officers.

iv. The use of an Advisory Selection Committee may be waived by the Provost upon the request of the Vice-President.

v. Qualified candidates for an Administrative Professional Officer position currently employed by the University should be given full consideration for vacant positions.

e. TEMPORARY APPOINTMENTS

i. Selection procedures for the appointment of Academic Staff in temporary appointments will be at the discretion of the authorized appointing officer, as defined in the applicable Schedule of the Board/AASUA Collective Agreement. It is highly encouraged that the appointing officer uses an Advisory Selection Committee to provide advice on the appointment. The authorized appointing officer shall be responsible for ensuring that recruitment and decision-making processes are equitable, transparent, appropriately documented, and contribute to an equitable, diverse and inclusive community of employees.

3. PROCEDURES FOLLOWED BY ADVISORY SELECTION COMMITTEES

a. Internal procedures for Advisory Selection Committees for Academic Faculty Members and Faculty Service Officers will be established by the appropriate Faculty Council.

b. In assessing candidates for Academic Faculty member and Faculty Service Officer appointments, Deans will direct all Advisory Selection Committees to establish methods to examine and assess a candidate's teaching experience and teaching potential appropriate to the duties of the position and the specific requirements of the discipline.

c. Internal procedures for Advisory Selection Committees for Librarians will be established by the Library Council.

d. Internal procedures for Advisory Selection Committees for APOs and, if used, for Academic Staff in Temporary Appointments, will be established by the authorized appointing officer or delegate.

e. Internal procedures established under this Procedure should in general require that advisory selection committees adopt, document, and base evaluations upon explicit criteria that are consistent with the advertised position requirements. Committees should also in all cases explicitly address any career path pathways or interruptions as they might affect assessment of the candidates.

i.

4. COMPOSITION OF ADVISORY SELECTION COMMITTEES

A. ACADEMIC FACULTY MEMBERS and FACULTY SERVICE OFFICERS

The composition of the Advisory Selection Committee will be as follows unless changed by the Faculty Council. If the Faculty changes the composition, the Dean must inform the Provost in writing.

a. Composition of Advisory Selection Committee for Academic Faculty appointments to departmentalized Faculties.

> i. The Advisory Selection Committee Chair (either the Dean, Vice-Dean, or an Associate Dean or other delegate of the Dean), determined in consultation with the Department Chair;
>
> ii. The Department Chair or delegate;
>
> iii. One or more full-time Academic Faculty Members from within the Department (including joint appointments) who are to be selected according to procedures approved by the Faculty Council;
>
> iv. One or more full-time Academic Faculty Members from outside the Department who are selected by and according to procedures approved by the Faculty Council; and
>
> v. One representative of the relevant professional body selected by the other members of the Advisory Selection Committee where the members consider such representation appropriate. The Advisory Selection Committee will be responsible for determining what is meant by a "relevant professional body". The Chair of the Advisory Selection Committee will be responsible for informing the Provost of the name and affiliation of any representative added to the Advisory Selection Committee under this section.

b. Composition of Advisory Selection Committee for Academic Faculty appointments to non-departmentalized Faculties

> i. The Advisory Selection Committee Chair (either the Dean, Vice-Dean, or an Associate Dean, or other delegate of the Dean);
>
> ii. The head of the Appropriate Division or Unit of the Faculty, where appropriate;
>
> iii. One or more full-time Academic Faculty Members from within the Faculty (including joint appointments) selected by and according to the procedures approved by the Faculty Council;
>
> iv. One or two full-time Academic Faculty Members from outside of the Faculty selected by and according to the procedures approved by the Faculty Council; and
>
> v. One representative of the relevant professional body selected by the other members of the Advisory Selection Committee where the members consider such representation appropriate. The Advisory Selection Committee will be responsible for determining what is meant by a "relevant professional body". The Chair of the Advisory Selection Committee will be responsible for informing the Provost, of the name and affiliation of any representative added to the Advisory Selection Committee under this section.

c. Composition of the Advisory Selection Committee for the appointment of Named Research/Teaching Chairs.

Prior to the commencement of the selection process, the Faculty will ensure that the Provost has been advised (in writing) of any changes in the composition of the Advisory Selection Committee.

d. Composition of the Advisory Selection Committee for the appointment of Faculty Service Officers

    i. The Advisory Selection Committee Chair (either the Dean, Vice-Dean, or an Associate Dean or other delegate of the Dean);

    ii. The Department Chair, if any; and

    iii. Such other members as the Dean and Department Chair, if any, may consider necessary.

B. LIBRARIANS

a. The Administrative Librarian responsible for human resources, as Chair;

b. The supervisor;

c. One staff member from the unit involved selected by the Chair;

d. One staff member of the Library, selected according to procedures approved by the Library Council; and

e. Other persons as deemed necessary by the Vice-Provost and Chief Librarian following consultation with the Committee.

C. ADMINISTRATIVE PROFESSIONAL OFFICERS

a. The composition of the Advisory Selection Committee will be at the discretion of the authorized appointing officer or delegate, and will normally consist of at least three individuals.

DEFINITIONS

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Inclusion/Inclusivity In the context of this policy, inclusion is a principle and practice that values and cultivates the full and meaningful participation and representation of persons historically under-represented in the University's workforce.

Employee(s) A person employed by the University and defined under *Recruitment Policy (Appendix A) Definition and Categories of Academic Staff, Postdoctoral Fellows, Academic Colleagues and Excluded Academic Staff or Recruitment Policy (Appendix B) Definition and Categories of Support Staff.*

Persons historically under-represented Women, Indigenous persons (First Nations, Métis, Inuit), members of visible minority groups, persons with disabilities, persons who identify with under-represented sexual orientations, gender identity or expression.

Senior Administrators President, Vice-Presidents, Deputy Provost, Associate Vice-Presidents, Vice-Provosts, Deans, Directors and Chairs.

Protected Grounds Refers to those grounds set out and defined in the *Alberta Human Rights Act* and in the University's *Discrimination, Harassment and Duty to Accommodate Policy* (UAPPOL) which are: race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, sexual orientations or political beliefs.

University Employment Equity Statement "The University of Alberta is committed to an equitable, diverse, and inclusive workforce. We welcome applications from all qualified persons. We encourage women; First Nations, Métis and Inuit; members of visible minority groups; persons with disabilities; persons of any sexual orientations or gender identity and expression; and all those who may contribute to the further diversification of ideas and the University to apply."

Conflict Conflict of interest, conflict of commitment, or institutional conflict as defined in the University of Alberta Conflict Policy – Conflict of Interest and Commitment and Institutional Conflict Policy

Student "Student" means any student enrolled at the University of Alberta, either full-time or part-time. The term "student" may be preceded by "undergraduate" or "graduate" or "full-time" for clarification.

Person "Person" means any individual selected or elected by the particular group or body referred to and may include faculty members, students, other employees of the University, or persons who are neither students nor employees of the University.

Faculty Member "Faculty Member" means a full-time faculty member (from Category A1.1 or A1.6) who is employed at the University under the terms and conditions of the Board/AASUA Agreement, Schedule A – Academic Faculty Members.

Faculty, Librarians, Faculty Service Officers, Administrative Professional Officers, and Temporary *See Recruitment Policy (Appendix A) Definition and Categories of Academic Staff, Postdoctoral Fellows, Academic Colleagues and Excluded Academic Staff (categories A1.0 to A3.4 and D1)*

Joint Appointment Academic Staff under Categories A, B or C of the Recruitment Policy (Appendix A) *Definition and Categories of Academic Staff, Postdoctoral Fellows, Academic Colleagues and Excluded Academic Staff* who are appointed to more than one University department with a designated home department within the University.

FORMS

Consent for Collection and Verification of Information form

RELATED LINKS

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

Equity, Diversity, and Inclusion: Best Practices in Faculty Recruitment and Hiring

Original Approval Date: May 13, 2011 Effective Date: July 1, 2011

Most Recent Approval Date: December 12, 2016

Parent Policy: Recruitment Policy

Academic Staff Posting and Advertising Procedure

Office of Administrative Responsibility: Human Resource Services and Faculty & Staff Relations

Approver: Provost and Vice-President (Academic) & Vice-President (Finance and Administration)

Scope: Compliance with this university policy/procedure extends to all Academic Staff, Administrators and Colleagues; as outlined and defined in Recruitment Policy (Appendix A)

Overview

The University of Alberta ("University") is committed to appointing the best-qualified candidates for its employment opportunities and aspires to achieve an **equitable**, **diverse** and **inclusive** community of **employees** consistent with the mission set out in *its Strategic Plan for Equity, Diversity and Inclusivity* ("EDI Strategic Plan"). By adopting EDI principles and practices into its Academic Selection process, the University hopes to achieve diversity in the workplace and correct employment disadvantages experienced by **persons historically under-represented at the University**. These principles and practices are designed to ensure that access to the University's employment opportunities is equitable and inclusive by removing employment-related barriers, particularly those based on **protected grounds**.

Purpose

This procedure outlines the steps that must be followed for posting and advertising vacancies for employees defined under *Recruitment Policy (Appendix A) Definition and Categories of Academic Staff, Postdoctoral Fellows, Academic Colleagues and Excluded Academic Staff*.

PROCEDURE

GENERAL REQUIREMENTS FOR POSTING AND ADVERTISING OF JOB VACANCIES

1. Continuing academic vacancies (Faculty, Administrative Professional Officer, Faculty Service Officer, and Librarian) will be posted on the University of Alberta Careers website for a minimum of five business days.

2. Subject to the provisions of the Board/AASUA Collective Agreement for Academic Staff appointed to temporary appointments and excluded appointment handbooks, it is recommended that positions with an appointment term greater than one year be posted.

3. The University hopes to achieve diversity in the workplace and correct employment disadvantages experienced by persons historically under-represented at the University. The **University Employment Equity Statement** should be included on all postings and advertisements.

4. Postings and advertisements for vacancies at Faculté Saint-Jean may appear in English, French or both. Where the advertisement is in French, it will clearly state the requirement for oral and written competency in English.

5. Advertisements will appear simultaneously or later than postings on University of Alberta Careers website, and should appear in media accessed by persons from historically under-represented groups.

6. Postings and advertisements for Academic Faculty Members will include the Canadian preference proviso statement unless administrative duties comprise 51% or greater of the position.

7. Postings will articulate the University's commitment to the Duty to Accommodate during the recruitment process and invite requests by applicants for reasonable accommodations.

WAIVERS AND EXCEPTIONS TO POSTING

8. In exceptional circumstances, the posting requirements for continuing academic positions may be waived with the prior approval of the Provost. The Provost and Vice-President (Academic) will advise the AASUA of the decision and report all waivers to the General Faculties Council annually. Requests for waiver of posting should be submitted to Human Resource Services.

9. Posting is not required when an incumbent's position is reclassified or converted from Support Staff to Administrative Professional Officer (unless a **foreign national** holds the position).

RULES RELATED TO FOREIGN NATIONALS

10. As per the federal government immigration advertising requirements, posting and advertising cannot be waived if foreign national applicants are to be considered.

    a. Advertisements must appear in designated Canadian national media.

    b. Any position in which teaching comprises 50% or more of the position must be advertised for a minimum of 30 days in the Canadian Association of University Teachers Bulletin and University Affairs (print or website) before foreign national applicants can be considered within the competition.

    c. International advertisements must appear simultaneously or later than Canadian advertisements. The number of international media advertisements must not exceed the number of Canadian national advertisements.

UNIVERSITY EMPLOYMENT EQUITY STATEMENT

11. All postings and advertisements will include the University Employment Equity Hiring Statement.

12. In cross appointments, the name of the external organization or institution may be included in the University Equity Statement or the equity statement of the external organization or institution may appear in conjunction with the University Equity Statement.

INITIATING THE PROCESS

13. If the hiring unit uses the services of a search consultant, the consultant must work with Human Resource Services and will follow the approved standards and templates for University of Alberta advertisements. The consultant should demonstrate expertise in principles of equity, diversity and inclusivity and same should be reflected in their own organization.

14. Hiring units initiate the posting and advertising process to create a new competition.

15. All postings and advertisements will establish the required qualifications, skills, abilities, competencies and credentials required in an objective, equitable and inclusive way and should include:

   a. Position title and appointment category

   b. Department/Unit

   c. Major responsibilities and accountabilities

   d. Rank (for Academic Faculty Member, FSO and Librarian positions)

   e. Required academic qualifications, knowledge, skills and abilities

   f. Term of employment (if applicable)

   g. Deadline date for applications or date when the application review process will begin

   h. Contact information

ROLE OF HUMAN RESOURCE SERVICES

16. Human Resource Services will review and approve all postings and advertisements to:

   a. Ensure the content is accurate and the information and advertising complies with federal government immigration requirements (where applicable)

   b. Confirm rank and salary range (if applicable)

   c. Ensure compliance with the University's posting and advertising standards and templates

ADVERTISING

17. If advertising is required, Human Resource Services will submit the approved advertising copy to the advertising agency for proofs and cost quotes.

18. Upon receipt of the proofs and cost quotes, the hiring unit will advise the advertising agency and Human Resource Services of the approved cost quotes and any final edits to the proof. The cost of advertising is the responsibility of the hiring unit.

19. In selecting advertising venues, the hiring unit should identify relevant venues to reach a diverse pool of qualified prospective applicants.

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opportunities.

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Persons historically under-represented Women, Indigenous persons (First Nations, Métis, Inuit), members of visible minority groups, persons with disabilities, persons who identify with under-represented sexual orientations, gender identity or expression.

Senior Administrators President, Vice-Presidents, Deputy Provost, Associate Vice-Presidents, Vice-Provosts, Deans, Directors and Chairs.

Protected Grounds Refers to those grounds set out and defined in the *Alberta Human Rights Act* and in the University's *Discrimination, Harassment and Duty to Accommodate Policy* (UAPPOL) which are: race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, sexual orientations or political beliefs.

University Employment Equity Statement "The University of Alberta is committed to an equitable, diverse, and inclusive workforce. We welcome applications from all qualified persons. We encourage women; First Nations, Métis and Inuit; members of visible minority groups; persons with disabilities; persons of any sexual orientations or gender identity and expression; and all those who may contribute to the further diversification of ideas and the University to apply."

Conflict Conflict of interest, conflict of commitment, or institutional conflict as defined in the University of Alberta Conflict Policy – Conflict of Interest and Commitment and Institutional Conflict Policy

Student "Student" means any student enrolled at the University of Alberta, either full-time or part-time. The term "student" may be preceded by "undergraduate" or "graduate" or "full-time" for clarification.

Person "Person" means any individual selected or elected by the particular group or body referred to and may include faculty members, students, other employees of the University, or persons who are neither students nor employees of the University.

Faculty Member "Faculty Member" means a full-time faculty member (from Category A1.1 or A1.6) who is employed at the University under the terms and conditions of the Board/AASUA Agreement, Schedule A – Academic Faculty Members.

Faculty, Librarians, Faculty Service Officers, Administrative Professional Officers, and Temporary *See Recruitment Policy (Appendix A) Definition and Categories of Academic Staff, Postdoctoral Fellows, Academic Colleagues and Excluded Academic Staff (categories A1.0 to A3.4 and D1)*

Postings An internal communication designed for the recruitment of staff placed on the University of Alberta Careers website (careers.ualberta.ca).

Advertisements An external communication designed for the recruitment of staff in appropriate media outside the University to provide the greatest pool of qualified applicants.

Proviso Statement "All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority."

Foreign National Any individual who is not a Canadian Citizen or Permanent Resident of Canada (Permanent Resident must continue to meet residency requirements).

Designated Canadian National Media Print, electronic or other media chosen by the hiring unit to provide the greatest pool of qualified applicants and accepted as Canadian (national) media for the purposes of Service Canada's Labour Market Opinion.

Cross Appointments Individuals appointed from an external organization or institution to work with the University on a full or part-time basis or an individual within the University appointed to an external organization or institution to work on a full or part-time basis. This may also refer to staff under categories A, B, or C under the *Recruitment Policy (Appendix A) Definition and Categories of Academic Staff, Postdoctoral Fellows, Academic Colleagues and Excluded Academic Staff* who hold an unpaid appointment in another department on campus.

Search Consultant A member of an external agency contracted by the University to undertake recruitment.

Recruitment Competition A process where qualified candidates are interviewed for a vacant position**.**

Bona Fide Occupational Requirement An objective criteria related to the skills and qualifications required for the vacant position.

FORMS

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

RELATED LINKS

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

University of Alberta Careers (University of Alberta)

Recruitment Policy (Appendix A) *Definition and Categories of Academic Staff, Postdoctoral Fellows, Academic Colleagues and Excluded Academic Staff*

Recruitment Policy (Appendix B) Definition and Categories of Support Staff (UAPPOL)

Equity, Diversity, and Inclusion: Best Practices in Faculty Recruitment and Hiring

Approval Date: May 13, 2011 Effective Date: July 1, 2011

Parent Policy: Recruitment Policy

Support Staff Selection Procedure

Office of Administrative Responsibility: Human Resource Services

Approver: Board of Governors

Scope: Compliance with this university policy/procedure extends to Support Staff as outlined and defined in Recruitment Policy (Appendix B)

Overview

The University of Alberta ("University") is committed to appointing the best-qualified candidates for its employment opportunities and aspires to achieve an **equitable**, **diverse** and **inclusive** community of **employees** consistent with the mission set out in *its Strategic Plan for Equity, Diversity and Inclusivity* ("EDI Strategic Plan"). By adopting EDI principles and practices into its support staff selection process, the University hopes to achieve diversity in the workplace and correct employment disadvantages experienced by **persons historically under-represented at the University**. These principles and practices are designed to ensure that access to the University's employment opportunities is equitable and inclusive by removing employment-related barriers, particularly those based on **protected grounds**.

Purpose

The purpose of this procedure is to address matters related to the process for support staff selection such as

- advertisements and applications
- references
- selection panel
- interviews, and
- other selection tools.

The Direct Supervisor of the position shall be responsible for ensuring that recruitment and decision-making processes are equitable, appropriately documented, and contribute to an equitable, diverse and inclusive community of employees.

PROCEDURE

1.ADVERTISEMENT AND APPLICATIONS

a. Any advertisement will describe the required qualifications, skills, abilities, competencies and credentials in an objective, equitable and inclusive way so as to attract applications from persons historically under-represented at the University.

b. Personal information is collected in accordance with the provisions of the Freedom of Information and Protection of Privacy Act (FOIPP).

c. Verification of qualifications, interviews and reference checks will include only those inquiries necessary to determine an applicant's eligibility and suitability for the advertised position.

d. Any costs associated with the collection of required information are the responsibility of the applicant.

e. The Selection Panel must consider whether all reasonable efforts have been made to attract applications from persons historically under-represented and empower the panel to extend the deadline for submitting and receiving applications.

2. REFERENCES

a. Candidates must complete and sign a Consent for Collection and Verification of Information Form before references can be contacted or information verified.

b. Reference checks and verification of credentials should be completed before an offer of employment is made.

3. SELECTION PANEL

a. A panel should include representatives who have expertise on the qualifications or are a stakeholder in the vacant position. Representatives should have an understanding of the skill set required to ensure the candidate has the competencies to successfully fill the position.

b. It is recommended that each recruitment competition have a selection panel as part of the selection and appointment process. Recommended composition is as follows:
i. Direct supervisor of the position;
ii. A technical expert, if appropriate;
iii. Department Human Resources contact; and
iv. Any other appropriate person.

c. Overall, the panel should consider whether its own composition includes persons historically under-represented relative to the discipline, field, and/or employment or job category of focus and whether additional panel members are needed to address its diversity.

d. Panel members are responsible for familiarizing themselves with the principles of equity, diversity and inclusivity, the concepts of bias awareness and discrimination as well as the obligations under applicable University policies, such as the *Discrimination, Harassment and Duty to Accommodate Policy*, the University's *Employment Equity Statement* and the EDI Strategic Plan all as may be amended from time to time.

e. Panel members shall complete conflict of interest declarations, and any identified **conflict** of interest must be managed in accord with University's *Conflict Policy* and its associated procedures.

f. The Panel chair should

- ensure the Panel documents practices for ensuring the equitable assessment of candidates

- employs equitable and inclusive indicators for determining the best-qualified candidate

- ensure that Panel evaluations are supported by evidence and that each candidate's strengths and weaknesses are evaluated equitably and consistently.

4. INTERVIEWS

a. All short list criteria for the position must be based on relevant criteria that can meet **the bona fide occupational requirement** test. Evaluation of applicants against criteria should be explicit and documented.

b. The primary objective of the interview process is to provide short listed candidates an equal opportunity to present their knowledge, skills and qualifications.

c. To ensure fairness short listed candidates for a position will be interviewed using the same interview plan and information.

d. Interview questions must be job-related, focusing on the knowledge, skills and abilities of the candidate as they relate to the position.

5. ADDITIONAL SELECTION TOOLS

Other methods such as testing, job related exercises, or second interviews may also be used.

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Senior Administrators President, Vice-Presidents, Deputy Provost, Associate Vice-Presidents, Vice-Provosts, Deans, Directors and Chairs.

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University Employment Equity Statement "The University of Alberta is committed to an equitable, diverse, and inclusive workforce. We welcome applications from all qualified persons. We encourage women; First Nations, Métis and Inuit; members of visible minority groups; persons with disabilities; persons of any sexual orientations or gender identity and expression; and all those who may contribute to the further diversification of ideas and the University to apply."

Conflict Conflict of interest, conflict of commitment, or institutional conflict as defined in the University of Alberta Conflict Policy – Conflict of Interest and Commitment and Institutional Conflict Policy

Student "Student" means any student enrolled at the University of Alberta, either full-time or part-time. The term "student" may be preceded by "undergraduate" or "graduate" or "full-time" for clarification.

Person "Person" means any individual selected or elected by the particular group or body referred to and may include faculty members, students, other employees of the University, or persons who are neither students nor employees of the University.

Postings An internal communication designed for the recruitment of staff placed on the University of Alberta Careers website (careers.ualberta.ca).

Advertisements An external communication designed for the recruitment of staff in appropriate media outside the University to provide the greatest pool of qualified applicants.

Proviso Statement "All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority."

Foreign National Any individual who is not a Canadian Citizen or Permanent Resident of Canada (Permanent Resident must continue to meet residency requirements).

Designated Canadian National Media Print, electronic or other media chosen by the hiring unit to provide the greatest pool of qualified applicants and accepted as Canadian (national) media for the purposes of Service Canada's Labour Market Opinion.

Cross Appointments Individuals appointed from an external organization or institution to work with the University on a full or part-time basis or an individual within the University appointed to an external organization or institution to work on a full or part-time basis. This may also refer to staff under categories A, B, or C under the *Recruitment Policy (Appendix A) Definition and Categories of Academic Staff, Postdoctoral Fellows, Academic Colleagues and Excluded Academic Staff* who hold an unpaid appointment in another department on campus.

Search Consultant A member of an external agency contracted by the University to undertake recruitment.

Recruitment Competition A process where qualified candidates are interviewed for a vacant position.

Bona Fide Occupational Requirement An objective criteria related to the skills and qualifications required for the vacant position.

FORMS

Should a link fail, please contact uappol@ualberta.ca.

Pre-employment Reference Interview Guide

References - Consent for Collection and Verification of Information Form

RELATED LINKS

Should a link fail, please contact uappol@ualberta.ca.

Employment Standards Code (Government of Alberta)

Post-Secondary Learning Act (Government of Alberta)

Original Approval Date: May 13, 2011 Effective Date: July 1, 2011

Most Recent Approval Date: December 12, 2016

Parent Policy: Recruitment Policy

Support Staff Posting and Advertising Procedure

Office of Administrative Responsibility: Human Resource Services

Approver: Vice-President (Finance and Administration)

Scope:

Compliance with this procedure extends to all Support Staff as outlined and defined in Recruitment Policy (Appendix A S1.0)

Overview

The University of Alberta ("University") is committed to appointing the best-qualified candidates for its employment opportunities and aspires to achieve an **equitable**, **diverse** and **inclusive** community of **employees** consistent with the mission set out in *its Strategic Plan for Equity, Diversity and Inclusivity* ("EDI Strategic Plan"). By adopting EDI principles and practices into its Support Staff Selection process, the University hopes to achieve diversity in the workplace and correct employment disadvantages experienced by **persons historically under-represented at the University**. These principles and practices are designed to ensure that access to the University's employment opportunities is equitable and inclusive by removing employment-related barriers, particularly those based on **protected grounds**. This will require periodic assessment of demographic, intellectual, and other aspects of diversity when contemplating a search.

Purpose

This procedure outlines the steps that must be followed for posting and advertising vacancies in support staff positions. The procedures comply with the Collective Agreement between the Non-Academic Staff Association and the Governors of the University.

PROCEDURE

GENERAL REQUIREMENTS FOR POSTING AND ADVERTISING JOB VACANCIES

Longer than 12 Months

1. Once it has been determined that a vacant position of longer than 12 months in duration will be filled, that position will be posted, unless one of the following occurs in order of precedence:

   a. There is an individual performing the duties who was appointed by virtue of a posting (change in employee type), or

   b. The position will be filled due to a duty to accommodate, or

   c. It is a Non-Academic Staff Association (NASA) bargaining unit position and will be filled

through redeployment or recall, or

d. The parties (NASA and the University) agree to waive the posting procedure on a bargaining unit position. Postings will be on the University of Alberta Careers website for a minimum of five days.

2. For vacancies of 12 months or less:

a. The vacancy can be posted at the manager's discretion.

b. The manager may determine that it is appropriate to fill a vacancy that will last 6 to 12 months with a temporary transfer or promotion of a current employee.

i. Candidates from the immediate work group are eligible to express their interest.

ii. Where the supervisor deems it appropriate, individuals in other work groups may be invited to express their interest.

iii. The invitation to apply will normally include;

1. Position title

2. Department/Unit

3. Major responsibilities and accountabilities;

4. Qualifications, which may include education, experience and/or equivalent combination, knowledge, skills and abilities;

5. Expected duration;

6. Salary range;

7. Deadline date for expression of interest and method of application; and

8. Information about the selection process.

3. The University is committed to the principle of employment equity and welcomes applications from all qualified persons including persons historically under-represented at the University.

4. A manager may choose to restrict eligibility for a position to applicants internal to the University.

5. Postings and advertisements for vacancies at Faculté Saint-Jean may appear in English, French or both. Where the advertisement is French, it will clearly state the requirement for oral and written competency in English.

6. Advertisements will not precede postings on the University of Alberta Careers website.

7. As per the federal government immigration advertising requirements posting and advertising cannot be waived if foreign national applicants are to be considered.

a. Advertisements must appear in designated Canadian national media.

b. International advertisements must not precede Canadian advertisements. The number of international media advertisements must not exceed the number of Canadian national advertisements.

UNIVERSITY EMPLOYMENT EQUITY STATEMENT

8. All postings and advertisements will include the University Employment Equity Statement. Any advertisement will describe the required qualifications, skills, abilities, competencies and credentials in an objective, equitable and inclusive way.

INITIATING THE PROCESS

9. If the hiring unit uses the services of a search consultant, the consultant must work with Human Resource Services and will follow the approved standards and template for University of Alberta advertisements.

10. Hiring units initiate the posting and advertising process to create a new competition.

11. All postings and advertisements will include:

      a. Position title and type

      b. Department/Unit

      c. Major responsibilities and accountabilities

      d. Qualifications, which may include education, experience and/or equivalent combination, knowledge, skills and abilities;

      e. Term of employment (if applicable)

      f. Salary range

      g. Deadline date for applications, if applicable

      h. Contact information

ROLE OF HUMAN RESOURCE SERVICES

12. Human Resource Services will review and approve all postings and advertising to:

      a. Ensure the content is accurate and reflects the current job through cross referencing the job fact sheet and the job evaluation

      b. Ensure the content is accurate and the information and advertising reflects bona fide occupational requirements and complies with federal government immigration requirements (where applicable)

      c. Confirm the salary range and/or evaluation level

      d. Ensure compliance with the University's posting and advertising standards and templates

      e. Screen for accommodation and recall obligations under the NASA Collective Agreement

ADVERTISING

13. If advertising is required, Human Resource Services will submit the approved advertising copy to the advertising agency for proofs and cost quotes.

14. Upon receipt of the proofs and cost quotes, the hiring unit will advise the advertising agency and Human Resource Services of the approved cost quotes and any final edits to the proof. The cost of advertising is the responsibility of the hiring unit.

15. In selecting advertising venues, the hiring unit should identify relevant venues to reach a diverse pool of prospective qualified applicants.

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FORMS

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RELATED LINKS

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University of Alberta Careers (University of Alberta)

Recruitment Policy (Appendix A) *Definition and Categories of Academic Staff, Postdoctoral Fellows, Academic Colleagues and Excluded Academic Staff*

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

Acting and Interim Senior Administration Appointment Procedure

Office of Administrative Responsibility: Office of the Provost and Vice-President (Academic)

Approver: Board of Governors

Scope: Compliance with University procedure extends to all

members of the University community.

Overview

The University of Alberta ("University") is committed to appointing the best-qualified candidates for its employment opportunities and aspires to achieve an **equitable**, **diverse** and **inclusive** community of **employees** consistent with the mission set out in *its Strategic Plan for Equity, Diversity and Inclusivity* ("EDI Strategic Plan"). By adopting EDI principles and practices into its Support Staff Selection process, the University hopes to achieve diversity in the workplace and correct employment disadvantages experienced by **persons historically under-represented at the University**. These principles and practices are designed to ensure that access to the University's employment opportunities is equitable and inclusive by removing employment-related barriers, particularly those based on **protected grounds**. This will require periodic assessment of demographic, intellectual, and other aspects of diversity when contemplating a search.

The procedure may also be used by Directors of Centres and Institutes, if they so choose.

Purpose

To outline how acting and interim senior administrators are selected.

PROCEDURE

1. ACTING SENIOR ADMINISTRATION

In certain cases, it is appropriate to appoint a person to serve as an acting senior administrator when the "permanent" officer is on leave, etc.

Where it is decided to appoint an acting senior administrator, the selection procedures set out under the Employment

Policy will not be used. Such appointments are made as follows:

a. President

Where it is decided to appoint an Acting President, the appointment is made by the Board of Governors.

b. Vice-President

Where it is decided to appoint an Acting Vice-President, the appointment is made by the Board of Governors on the recommendation of the President.

c. Dean

Where it is decided to appoint an Acting Dean, the appointment is made by the Provost and Vice-President (Academic) on their own initiative.

d. Chair

Where it is decided to appoint an Acting Chair, the appointment is made by the Dean, who advises the Provost and Vice-President (Academic) of the decision.

Normally, an acting senior administrator appointment will not exceed two years.

2. INTERIM SENIOR ADMINISTRATORS

In circumstances where the arrival of the "permanent" officer is delayed, where the "permanent" officer has resigned and a suitable replacement cannot be found, or in the case of academic leaders of new faculties or departments or administrative units, it is appropriate to appoint a person to serve as an interim senior administrator.

Where it is decided to appoint an interim senior administrator, appointments will be made as follows, and the title will remain until such time as a "permanent" officer is in place:

a. President

Where it is decided to appoint an Interim President, the appointment is made by the Board of Governors.

b. Vice-President

Where it is decided to appoint an Interim Vice-President, the appointment is made by the Board of Governors on the recommendation of the President.

c. Dean

Where it is decided to appoint an Interim Dean, the appointment is made by the Provost and Vice-President (Academic) on their own initiative.

d. Chair

Where it is decided to appoint an Interim Chair, the appointment is made by the Dean, who advises the Provost and Vice-President (Academic) of the decision.

Normally, an interim senior administrator appointment will not exceed two years.

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AASUA has been asked to review changes to the "Recruitment Policy" which includes search, review and selection procedures. Over the past few months, the AASUA Equity and Diversity committee has had a number of informal opportunities to contribute to the development of this policy. The following constitutes additional written comments for consideration by GFC in finalizing this policy and related procedures.
Respectfully submitted by Terra Garneau – AASUA Equity Officer

Recruitment and Selection of Employees Policy "Recruitment Policy"

1. Recruitment Principles a. (page 3)

We would like to suggest that the following be added here

> The job posting, in accordance with the provincial and federal Human Rights Acts, will also name the groups it specifically targets in order to achieve "as its objective the amelioration of the conditions of disadvantaged persons or classes of disadvantaged persons" (Alberta Human Rights Act, section 10.1, Ameliorative policies, programs and activities). [1]

The UAlberta needs to catch up with institutions like UVictoria, Ontario College of Art and Design, Dalhousie, and the tri-councils in naming historically disadvantaged groups it seeks as applicants and potential hires. Also adding because the previous sentence doesn't actually say or ensure much in the way of redressing historical inequities.

1. Recruitment Principles d. (page 3)

The focus should also include at the university itself. For example, it could be that a white person is working in a field in which they are underrepresented but they are also from an over-represented group, racially, at the institution.

2. Principles regarding candidates for employment a. (page 3)

This could and should be stronger and include the direct invitation of applications from employees from under-represented groups.

Definition of Diversity (page 4)

The shift here to "more broadly" is cited in EDI scholarship as a mistaken interpretation or understanding of "diversity" and as a way in which universities, in particular, are able to say they are meeting diversity goals without ever addressing demographic inclusion and equity. We recommend the removal of this sentence if the goal is to create a policy that achieves demographic inclusion and diversity and communicates that clearly to employees and supervisors.

Vice-Presidential Search Procedure

Overview (reference to "This will require periodic assessment of demographic, intellectual, and other aspects of diversity when contemplating a search.") (page 6)

We recommend that the notion of intellectual diversity be deleted. It waters down demographics as a focus of diversity and inclusion in hiring.

2. Election Procedures for Vice President Advisory Search Committee b.i (bottom of page 7)

Elections are at direct odds with the centering of demographics in the population of an advisory search committee as outlined in the policy to this point. How will elections result in demographic diversity on the search committees? This needs work to sort out rather than leave things to attempts to achieve "the spirit" of the policy.

3. Vice President Search Process 1.a) (page 8)

Why is this should and not must (Committee members should consider potential conflicts of interest)?

4. Recommendations to the President and the board a. (page 9)

This older existing process is problematic for achieving inclusion and diversity because it shifts from a procedure centering on those things to the choice of the president. We will have to change some policy and procedure, and not only amend it, in order to realize EDI here.

Vice-Presidential Review Procedure

3. Election Procedures for Members of Advisory Review Committee (page 14)

This is the same issue as identified above. Elections are at direct odds with the centering of demographics in the population of an advisory search committee as outlined in the policy to this point. How will elections result in demographic diversity on the search committees? This needs work to sort out rather than leave things to attempts to achieve "the spirit" of the policy.

Vice-Presidential Search and Review Procedures Appendix A

Section 7, broad representation (bottom of page 19)

What is the provision for when one additional member still does not achieve demographic diversity -- which is quite likely at a majority-white and still majority-male institution (particularly in leadership)? If you look at the categories from which membership is drawn, this is going to be the case.

Faculty Deans Selection Procedure

Overview (page 21)

Just identifying that this language -- "committed to appointing the best-qualified" and "aspires to achieve" signals that the status quo will be maintained. If equity and inclusion is only an aspiration and not a commitment, not much is going to change. This can be fixed, at least in spirit, by making these both commitments.

> The University of Alberta ("University") is committed to both appointing the best-qualified candidates for its decanal employment opportunities and achieving an **equitable**, **diverse** and **inclusive** community of **senior administrators** and **employees** consistent with the mission set out in *its Strategic Plan for Equity, Diversity and Inclusivity* ("EDI Strategic Plan").

Faculty selection committee 1.f (page 23)

The bullet identifying participation of Support Staff, and/or Management and Professional Staff (MAPS) would exclude participation of Administrative Professional Officers (APO) as a member of a Dean Selection Committee. Why, if support staff and MAPS can participate, can APO's not?

Dean Selection Procedures (page 24)

Evaluation of qualifications and selection of candidate Section 1. l.

The Committee should be asking candidates what would be reasonable accommodations. This change to the language is best practice -- we don't make those needing accommodation do the work of requesting it; instead we ask if we could usefully provide it.

Section 2 Engineering Deans (page 25)

Why is this here when this is a general Dean selection policy and procedure. Why is this faculty the only one which uses this process of acceptance of the selection committee recommendation to the be in the hands academic staff members?

Faculty Dean's Review Procedure

2. The Dean Review Committee B. ii. committee membership (page 29)

Why are these components not consistent across these documents? If this is important in one hiring decision isn't it important in another?

2. The Dean Review Committee B. iv (page 30)

What is sufficient diversity? ie. we want to avoid tokenism so "sufficient diversity" should be defined.

Department Chairs Selection Procedure

2. The Chair Selection Committee c. reference to election by GFC (page 36)

Election will (given our institutional demographics) make ensuring committee demographic diversity very hard to achieve.

Academic Selection Procedure

1. Applications a. (page 47)

We would like to suggest the following be added here

> Advertisements will also name, in accordance with the provincial and federal Human Rights Acts, the groups specifically targeted in order to achieve "as its objective the amelioration of the conditions of disadvantaged persons or classes of disadvantaged persons" (Alberta Human Rights Act, section 10.1, Ameliorative policies, programs and activities).

The UAlberta needs to catch up with institutions like UVictoria, Ontario College of Art and Design, Dalhousie, and the tri-councils in naming historically disadvantaged groups it seeks as applicants and potential hires. Also adding because the previous sentence doesn't actually say or ensure much in the way of redressing historical inequities.

Advisory selection committees should also be directed in the situation where candidates are determined to be similarly qualified for the academic position, the final selection/recommendation decision will favour achieving diversity in the workplace and correcting employment disadvantages experienced by persons historically under-represented at the University.

Academic Staff Posting and Advertising Procedure

Waivers and Exceptions to Posting - paragraph 9 (page 55)

We are not sure if this belongs here or would it only be relevant to the Support Staff posting and advertising procedure. Is this consistent with how APO and TLAPO positions are handled now?

Acting and Interim Senior Administration Appointment Procedure

Overview (page 68)

This is referencing inclusion of EDI principles and practices for support staff, not senior leadership positions. It also indicates the procedures will require periodic assessment of demographic, intellectual and other aspects of diversity when contemplating a search. Yet there is nowhere in the procedure where direction is given to the bodies that appoint acting or interim administrators on how to do this. The appointing bodies should be directed to use a process that ensures consideration for EDI in selection and appointments to these positions.

Does the University have any procedures around succession planning? This procedure should be linked to succession planning, because often interim appointments are used in building skills for future leaders. Opportunities need to be open to historically underrepresented persons, specifically for these kinds of positions.

Item No. 6

Governance Executive Summary
Action Item

Agenda Title	Approval of the Proposed Terms of Reference for a New GFC Programs Committee, and Related Proposed Changes to the Terms of Reference for the GFC Executive Committee and GFC Academic Planning Committee, and the Disbanding of the GFC Academic Standards Committee

Motion I

THAT General Faculties Council approve the proposed terms of reference for a New GFC Programs Committee, as recommended by the GFC Executive Committee, and as set forth in attachment 1, to take effect on September 1, 2020.

Motion II

THAT General Faculties Council approve the proposed changes to the terms of reference for the GFC Executive Committee and the GFC Academic Planning Committee, as recommended by the GFC Executive Committee, and as set forth in attachments 2 and 3, to take effect on September 1, 2020.

Motion III

THAT General Faculties Council disband the GFC Academic Standards Committee, as recommended by the GFC Executive Committee, effective September 1, 2020.

Item

Action Requested	☒ Approval ☐ Recommendation
Proposed by	GFC Executive's *ad hoc* Committee on Program Approval Processes
Presenter(s)	Tammy Hopper, Vice-Provost (Programs) Yimmie Sonuga, General Faculties Council Secretary

Details

Office of Administrative Responsibility	General Faculties Council
The Purpose of the Proposal is (*please be specific*)	To seek approval of Terms of Reference for a new GFC Programs Committee and related changes to the Terms of Reference for the GFC Executive Committee and Academic Planning Committee and the disbanding of the GFC Academic Standards Committee.
Executive Summary (*outline the specific item – and remember your audience*)	**Background:** The *ad hoc* Committee on Program Approval Processes was established by Exec on January 14, 2019 with the purpose: To review current approval processes and propose revised pathways that will be transparent, straightforward and will incorporate the recommendations of the report of the ad hoc committee on Academic Governance including Delegated Authority, and other issues that have arisen since the report was endorsed by GFC. The draft proposal which came forward in the fall of 2019, represented a significant departure from current practice but one that could potentially provide a cohesive, transparent, and streamlined approach to the process. In the proposed pathway, all components (except resources) of

new and revised programs would come to a single committee for approval.

Structurally, one new standing committee (the GFC Programs Committee) would be added to GFC, the Academic Standards Committee would be disbanded, and GFC Policy Manual Section 37 would be rescinded. Components of program approval would be removed from the terms of reference of APC and Executive. APC would continue to deal with proposals with institution wide implications to the university's longer term academic, research, financial, and facilities development.

Operationally, proposals would receive early support by the Provost's and Registrar's offices during the development stages which would avoid some of the complications seen in the current system of approval which result in slowing the progress of approval, and/or put an additional workload burden on units. Approval would be streamlined as one committee would have delegated authority to approve the various components rather than the current multi-step process. Additionally, proposals which have impact beyond a single faculty would be identified early and appropriate consultation could occur in a timely fashion.

The proposed changes have undergone extensive consultation over the past year and the ad hoc committee has fine-tuned the proposal accordingly. Over the course of the consultation, five themes have become evident:

1. **Authority/Process Mapping** - The need for a clear map of processes to identify pathways for different types of approvals, and authority and go/no go points at every step in the process.
2. **Administration/Governance** - Confusion between the roles of administration and governance is a problem with the current system and the changes should provide a clear distinction to ensure that key administrative work is completed before a proposal enters governance.
3. **Workload/Streamlining** - Concerns with committee workload and cumbersome processes, and a desire for the development of streamlined processes to increase efficiency.
4. **Membership/Representation** - It is important to ensure that the right people are at the table for the designated purpose, and the appropriate lens is applied at every step of the process.
5. **Communication/Transparency** - Ensuring transparency of processes and building a system that allows for ease of communication between points.

Those consulted have been generally supportive of the proposed changes to program approval processes. There is agreement that it is important to strike the appropriate balance of administrative support and governance oversight within a transparent and efficient system. It is also important to note that the community recognizes that these changes are

	not final but will continue to be revised and improved upon as necessary. An outline of authority and responsibility will provide the foundation for the new structure. Providing clear process maps of program approval processes under the proposed system are key to answering the community's need for transparency in the process. **Next Steps:** The Course and Minor Program Circulation Process will continue for a transitional period while undergoing operational streamlining. This process will be led by the Office of the Provost and Vice-President (Academic) with support from University Governance. GFC Policy Manual Section 37 will come forward to be rescinded by GFC in the coming months. Note: Membership of the GFC Programs Committee explicitly includes a faculty member with graduate program administration experience to ensure that perspective is adequately represented during decision-making. The undergraduate program perspective is well represented among the membership, and particularly among appointed members from the three small faculties
Supplementary Notes and context	*Proposed changes to the Terms of Reference for the GFC Executive Committee and the GFC Academic Planning Committee are directly related to the recommendations from the ad hoc Committee on Program Approval Processes. These proposed changes will not affect the timeline of the commitment to review GFC Committee Terms of Reference every three years.*

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	*Those who have been* **consulted:** • GFC Academic Standards Committee, Sept 19 and Oct 17, 2019, Jan 16 and Apr 16, 2020 • Advisory Committee of Associate Deans Undergraduate, Sept 26, 2019, Jan 23, 2020 • GFC Academic Planning Committee, Sept 25, 2019, Nov 27, 2019, Jan 15 and Apr 15, 2020 • GFC Executive Committee, Oct 7, 2019, Jan 13 and Apr 6, 2020 • General Faculties Council, Oct 21, 2019, Jan 27, 2020 • GFC Executive's Transition Committee, Jan 8, 2020 • GFC Nominating Committee, Feb 12, 2020 • Faculty of Graduate Studies and Research Council, Jan 22, 2020 • FGSR Policy Review Committee, Oct 2, 2019
Approval Route (Governance) (including meeting dates)	GFC Executive Committee, May 11 2020 General Faculties Council, May 25, 2020

Strategic Alignment

Alignment with *For the Public Good*	**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.
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.

☐ Enrolment Management	☒ Relationship with Stakeholders
☐ Faculty and Staff	☒ Reputation
☐ Funding and Resource Management	☐ Research Enterprise
☐ IT Services, Software and Hardware	☐ Safety
☐ Leadership and Change	☒ Student Success
☐ Physical Infrastructure	

Legislative Compliance and jurisdiction	*Post-Secondary Learning Act* GFC Executive Committee General Faculties Council

Attachments

1. GFC Programs Committee Terms of Reference
2. GFC Executive Committee Terms of Reference
3. GFC Academic Planning Committee Terms of Reference
4. What We Heard - Consultation Feedback Document
5. Program Approval Pathways Chart

Prepared by: University Governance

1. **Mandate and Role of the Committee**
    The GFC Programs Committee is a standing committee of General Faculties Council (GFC) charged with oversight on matters related to programs of study and courses.

2. **Areas of Responsibility**
    a. Introduction, Modification and Termination of Programs and Courses
    b. Admission, Transfer and Academic Standing Regulations
    c. Physical Testing and Immunization of Students
    d. Non-Credit Programs and Courses

    All proposals for consideration of the Committee are first submitted to the Provost and Vice-President (Academic) and/or the Faculty of Graduate Studies and Research who will assist with consultation including consideration by the undergraduate or graduate Program Support Team (PST). PST is an administrative committee with a mandate to review proposals and advise the Programs Committee. The Programs Committee will not consider proposals until they have been reviewed by PST and strongly recommends that proposals are considered by the undergraduate or graduate PST before Faculty Council approval.

3. **Composition**
    Voting Members (18)
    Ex-officio (5)
    - Provost and Vice-President (Academic), Chair
    - Vice-Provost and University Registrar
    - Vice-Provost and Dean, Faculty of Graduate Studies and Research
    - Vice-President (Academic), Graduate Students' Association
    - Vice-President (Academic), Students' Union

    Elected by GFC (9)
    - 5 academic staff elected by GFC (A1.1, 1.5, 1.6, 1.7), at least three of which are members of GFC, at least one of which will have graduate program administration experience. One member, ideally a member of GFC, will be elected by the committee to serve as Vice-Chair.
    - 2 staff members at-large (A1.0, A2.0 and/or S1.0, S2.0)
    - 1 graduate student, preferably from GFC
    - 1 undergraduate student, preferably from GFC

    Appointed (4)
    - Vice-Provost Indigenous Programming and Research, appointed by the Chair
    - Academic staff (A1.1, 1.5, 1.6, 1.7) from Faculté Saint-Jean, appointed by the Dean
    - Academic staff (A1.1, 1.5, 1.6, 1.7) from Augustana Faculty, appointed by the Dean
    - Academic staff (A1.1, 1.5, 1.6, 1.7) from Faculty of Native Studies, appointed by the Dean

    Non-voting Members
    - GFC Secretary
    - University Secretary

- Associate Dean of Students
- Director Student Ombuds
- Director of Continuing and Professional Education Unit, Faculty of Extension

4.   Delegated Authority from General Faculties Council
Should be reviewed at least every three years and reported to GFC.

4.1   Introduction, modification and termination of programs and courses
    a.   Approve the introduction and modification of academic programs
    b.   Approve the termination of academic programs and report to GFC and APC for information.
    c.   Approve the introduction, modification, and termination of programs from the Centre collegial de l'Alberta (including all admission/transfer, academic standing/graduation, and related matters)
    d.   Approve the introduction, modification and termination of embedded certificates
    e.   Approve the introduction, modification and deletion of courses
    f.   Approve new course designators

4.2   Admission, Transfer and Academic Standing Regulations
    a.   Approve routine changes to admission/transfer and academic standing regulations
    b.   Approve changes to International Baccalaureate (IB) and Advanced Placement (AP) regulations
    c.   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 Six-Sector Model with specific exceptions outlined in the Transfer Credit Articulation Procedure.
    d.   Approve routine changes to Physical Testing and Immunization of Students

4.3   Non-Credit Programs and Courses
    a.   Approve the establishment of non-credit programs and associated courses
    b.   Decide on any challenge made to non-credit courses which the Provost and Vice-President (Academic) has been unable to resolve.

5.   Responsibilities Additional to Delegated Authority

5.1   Introduction, modification or termination of programs and courses
    a.   Review and recommend program suspensions to APC

5.2   Admissions, Transfer, and Academic Standing Regulations
    a.   Recommend to GFC on policies regarding admission, registration, academic standing
    b.   Recommend to GFC on changes to admissions, transfer and/or academic standing regulations with institutional scope
    c.   Receive and discuss the Report of the Senate Committee of Lay Observers of the Admissions Process in Quota Programs

6. Sub-delegations from the GFC Programs Committee
Should be reviewed at least every three years and reported to GFC.

6.1 Introduction, modification or termination of programs and courses
   a. *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 on an annual basis to the Programs Committee.

6.2 Non-Credit Programs and Courses
   a. Approval of modification, suspension, or termination of non-credit programs and courses is sub-delegated to the Provost and Vice-President (Academic) who will report these on an annual basis to the Programs Committee.

7. Limitations to Authority
The following further refines or places limitations on authorities held by or delegated to the Programs Committee:

7.1 Academic Programs
   a. In cases where a new program represents a new credential for the university, final approval resides with GFC and the Board of Governors
   b. Proposals which involve new space or resources or affect long-range planning shall be referred to the GFC Academic Planning Committee

7.2 Admission, Transfer and Academic Standing Regulations
   a. Substantial changes and those with institutional scope are recommended to GFC

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

9. Definitions
Program - refers to all credit programs that result in a government approved credential including: degrees, diplomas and certificates

Non-Credit Program – refers to stand-alone programs for professional development and continuing education.

Embedded Certificate – refers to a credit program with a specific area of focus that is completed during the course of an undergraduate or graduate degree program

Routine - refers to proposals which do not involve or affect other Faculties or units and do not form part of a proposal for a new program. Routine changes include any and all changes to the wording of faculty or program specific admissions or academic standing regulations.

Substantial - refers to proposals which involve or affect more than one Faculty or unit; are part of a proposal for a new program; are likely to have a financial impact; represent a definite departure from current policy; involve a quota; articulate a new academic concept.

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

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

10. Links

Admissions Policy
Transfer Credit Articulation Procedure
Undergraduate Admissions Procedure

Academic Standing Policy
Academic Standing Regulations Procedure

Approved by General Faculties Council:

University Governance is the official copy holder for files of the Board of Governors, GFC, and their standing committees.

4 of 4

1. Mandate and Role of the Committee

The Executive Committee is the executive body of General Faculties Council (GFC). It is charged with preparing the GFC agenda and carrying out the functions delegated to it by GFC. The Committee acts on behalf of GFC in areas as defined in the terms of reference. The Chair may bring forward items to the committee for advice.

2. Areas of Responsibility

a. Act on behalf of General Faculties Council as defined in section 4.1
b. Preparation of agendas for GFC
c. Faculty Councils – membership, quorum, control function, sub-delegations
d. Student Judiciary matters
e. Academic procedural matters
f. Governance rules and procedures oversight

3. Composition

Voting Members (14)

Ex-officio (5)
- President, Chair
- Provost and Vice-President (Academic)
- Vice-Provost and University Registrar
- Vice-President (Academic), Graduate Students' Association
- Vice-President (Academic), Students' Union

Elected from and by GFC (9)
- 7 academic staff (A1.1, 1.5, 1.6, 1.7), one of whom will be elected by the committee to serve as Vice-Chair
- 1 Dean
- 1 undergraduate student

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 <u>Act on behalf of General Faculties Council</u> 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. The committee will first determine if the matter cannot wait and, if so determined, will proceed to consider it and act on behalf of GFC and report on the decision at the next GFC meeting.

4.2 <u>Prepare the agenda</u> for all regular and special meetings of General Faculties Council. The committee will receive items from:
a. GFC Standing Committees
b. GFC members
c. University Administration

The committee may choose to provide comments to GFC on any agenda items.

4.3 Faculty Councils
    a. Approve composition and quorum provisions of Faculty Councils
    b. Exercise supervision of control functions regarding Faculty Councils (section 29 and 30 of PSLA), with recommendations to GFC when appropriate

4.4 Student Judiciary Matters
    a. Consider changes to Code of Student Behaviour, Code of Applicant Behaviour, Practicum Intervention Policy for approval or placement on GFC agenda
    b. Receive and discuss annual reports on student conduct, including residence discipline statistics, and appeals and place on the GFC agenda for information
    c. Authority to 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)

4.5 Academic Procedures
    a. Approve the Academic Schedule
    b. Provide for the preparation and publication of the University Calendar
    c. Approve changes to wording on Parchments
    d. Approve proposals for consolidated exams
    e. ~~Approve new course designators and re-numbering of courses at the same level~~
    f. ~~Make final decisions on course challenges that cannot be resolved through other means~~

4.6 Governance Procedural Oversight
    a. Ensure delegations from GFC are reviewed at least every 3 years
    b. Make recommendations to GFC regarding terms of reference, composition, and procedures for GFC and its standing committees

5. Responsibilities Additional to Delegated Authority

5.1 Joint Summit of the Board and GFC – the chair will consult annually with the committee on the focus and goals of the annual joint meeting

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

Sub-delegations - the following items have been delegated by this committee as noted:
6.1 Academic Procedures
    a. Technical matters relating to the publication of the University Calendar have been sub-delegated to the Registrar
    b. Special arrangements to depart from the official Final Examination Schedule have been sub-delegated to Faculty Councils, subject to challenge by GFC

7. Limitations to Authority
The following further refines or places limitations on authorities held by or delegated to EXEC:
7.1 Decisions made on behalf of GFC under section 4.1 must be reported at the next GFC meeting.
7.2 In ordering the GFC agenda, the committee will be mindful of student membership terms when considering matters of particular concern to students.

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

9. **Definitions**
Academic staff – as defined by the Recruitment Policy (Appendix A) Definition and Categories of Academic Staff, Administrators and Colleagues

10. **Related Links**
Academic Schedule Policy and Procedure
Consolidated Final Examinations Procedure
Parchment Procedure
GFC Policy Manual Section 37: Course and minor program changes
University Calendar, Regulations

Approved by General Faculties Council: February 25, 2019

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.a. Research and research policy
   c.b. Academic units and academic service units
   d.c. Budget matters
   e.d. Quality assurance
   f.e. Enrolment management
   g.f. Facilities planning
   h.g. Internationalization policies and initiatives
   i.h. Indigenous policies and initiatives
   j.i. 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 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 proposals for academic and non-academic programs which involve new space of resources or affect long-range planning, as recommended by the GFC Programs Committee
   - 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 collègial 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

   5.12 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

   5.23 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.~~3~~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.~~4~~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.~~5~~6 Enrolment Management
    a. Receive, discuss, and provide feedback on enrolment reports
    b. Recommend to GFC on enrolment management processes

5.~~6~~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.~~7~~8 International Policies and Initiatives
    a. Receive, discuss, and provide feedback on annual reports and future plans

5.~~8~~9 Indigenous Policies and Initiatives
    a. Receive, discuss, and provide feedback on annual reports and future plans

5.~~9~~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 regulary report to GFC with respect to its activities and decisions.

~~The committee should report annually to GFC on programs approved.~~

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

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

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

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

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

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

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

10. **Links**
Centres and Institutes Policy

Approved by General Faculties Council: April 29, 2019

What We Heard - GFC Executive's ad hoc Committee on Program Approval Processes

CONCLUSIONS:

Themes

Throughout the consultation process, the following common themes have been evident:

Authority/Process Mapping - The need for a clear map of processes to identify pathways for different types of approvals, and authority and go/no go points at every step in the process.

Administration/Governance - Confusion between the roles of administration and governance is a problem with the current system and the changes should provide a clear distinction to ensure that key administrative work is completed before a proposal enters governance.

Workload/Streamlining - Concerns with committee workload and cumbersome processes, and a desire for the development of streamlined processes to increase efficiency.

Membership/Representation - It is important to ensure that the right people are at the table for the designated purpose, and the appropriate lens is applied at every step of the process.

Communication/Transparency - Ensuring transparency of processes and building a system that allows for ease of communication between points.

Those consulted have been generally supportive of the proposed changes to program approval processes. There is agreement that it is important to strike the appropriate balance of administrative support and governance oversight within a transparent and efficient system. It is also important to note that the community recognizes that these changes are not final but will continue to be revised and improved upon as necessary.

Next Steps

An outline of authority and responsibility will provide the foundation for the new structure. Providing clear process maps of program approval processes under the proposed system are key to answering the community's need for transparency in the process.

Timelines for Approval

Closing the loop on consultation and collecting final feedback - ASC and APC - April 2020

Recommendation and Approval - EXEC and GFC - May 2020

FORMAL CONSULTATIONS:

GFC Academic Standards Committee
September 19, 2019
September 26, 2019 (Advisory Committee of Assoc. Deans Ugrad)
October 3, 2019 (ASC Subcommittee on Standards (SOS))
October 17, 2019
January 16, 2020
January 23, 2020 (Advisory Committee of Assoc. Deans Ugrad)
January 30, 2020 (ASC SOS)
April 16, 2020

OVERVIEW

- Concerns with the workload of the Programs Committee if the current work done by two committees, a sub-committee and a circulation process all end up at the Programs Committee
- Ensuring that administrative work on proposals are complete before items enter governance (at an Administrative Support Committee); The need for administrative committee work early in the process
- That streamlining of processes is needed to ensure that workload is manageable
- The importance of leveraging the appropriate expertise in the appropriate forum
- The amount of administrative "heavy lifting" done by ASC SOS and ASC
- Governance oversight should be higher level - not focused on administrative tasks
- How governance committee can be sure that administrative work has already been done
- Communication, links, and balance between Administrative and Governance committees
- Non-credit programs - collaboration and standardization needed
- Whether Grad and Undergraduate matters should be dealt with separately
- How to determine appropriate memberships of the Programs Committee and the Administrative Support Committee
- Procedure for selection of "appointed members"
- Differing opinions of optimal size of the committee - some thought that larger was better to include broad representation, some thought smaller was better and more manageable
- Clarity around go/no go points and authority in program approvals
- Hesitation to send a proposal back to the Faculty once it reaches GFC Committee even if there are concerns

- Respect for Faculty autonomy
- That this is a significant change and will require a lot of work to ensure that it is done right
- That the current system is not ideal and major change is needed
- Whether or not the suggested order of proposals, with administrative committee support before Faculty approval, is workable
- That different proposals require different levels of administrative support depending on the complexity of the item
- Clarification of the committee composition regarding appointed and resource members
- How the determination of what is substantive and what is minor is made.

THEMES

1. Authority/Process Mapping
2. Administration/Governance
3. Membership/Representation
4. Workload/Streamlining
5. Transparency/Communication

GFC Academic Planning Committee
September 25, 2019
November 27, 2019
January 15, 2020 (members of ASC SOS were invited to attend)
April 15, 2020

OVERVIEW

- Support for having all the program issues in one committee to make it more efficient and less confusing for program proposers
- The need for clarity around the process for program termination and suspension
- The need for a continued role of APC for program proposals with financial or resource implications, and program issues of institutional significance
- The need for the role of FGSR on graduate program approvals
- The need to monitor the resulting changes in committee workloads
- The need to ensure that administrative assistance is available to proponents
- Support for the rescission of GFC Policy Manual Section 37 as it is antiquated, administratively burdensome and may be in conflict with current policies
- Creating a toolkit to include and evaluate equity, diversity and inclusivity (EDI) content in program proposals
- Determining substantial or minor changes near the beginning of the approval process and who decides what is substantial

- Need for graduate student representation at the administrative level committee
- Number of GFC members and appointed members and the need to strike the right balance
- Need to consider GFC's Principles of Committee Composition
- That this was a significant change to the university's program approval process and that there would be a period of transition
- A reminder that terms of reference are not locked-in forever, should be regularly reviewed, and could be adjusted as required
- Need expertise on the Programs Committee regarding non-credit programs
- The need for inclusion of Associate Deans in the membership
- The importance of administrative work happening to support and strengthen proposals before they go forward for governance approval
- The importance of ensuring the right people are at the table
- The potential to include a support staff representative or another representative with experience in the operational side of programs in the composition
- The delegated authority held by the committee and the sub-delegation of authority to the Dean of the Faculty of Graduate Studies and Research
- How Equity, Diversity, and Inclusion (EDI), and Indigeneity are considered in program development and approval
- Language around membership on committees and ensuring EDI
- The levels of authority around program development, consultation, and approval
- Clarification of the separation of administrative support on the undergraduate and the graduate side

THEMES

1. Authority/Process Mapping
2. Administration/Governance
3. Membership/Representation
4. Workload/Streamlining
5. Transparency/Communication

GFC Executive Committee
October 7, 2019
January 13, 2020
April 6, 2020

OVERVIEW

- Student input at the level of the administrative support committee

- The difference between how graduate and undergraduate programs would be handled
- GFC Committees are currently doing administrative work and perhaps missing the higher-level governance piece
- How this process could streamline the entire process
- Approval of non-credit programs
- The importance of the expertise of the Associate Deans currently serving on the GFC Academic Standards Committee
- The oversight of the Centre collégial de l'Alberta

THEMES

1. Membership/Representation
2. Authority/Process Mapping
3. Administration/Governance
4. Workload/Streamlining

General Faculties Council
October 21, 2019
January 27, 2020

OVERVIEW

- the importance of student representation at all levels of the approval process
- the current timelines for approval of new programs

THEMES

1. Membership/Representation
2. Authority/Process Mapping
3. Workload/Streamlining

GFC Executive's Transition Committee
January 8, 2020

OVERVIEW

- New budget model and implications to service courses
- The hope that the new structure will be in place for the fall
- Appropriate administrative coordination and governance oversight

1. Authority/Process Mapping
2. Workload/Streamlining
3. Administration/Governance

Faculty of Graduate Studies and Research
October 2, 2019 (Policy Review Committee)
January 22, 2020 (FGSR Council)

OVERVIEW

- The need for representation of FGSR in program development and approval
- The process will coincide with modifications that the Vice-Provost and Dean of FGSR is considering for aspects of graduate program approvals
- The need to ensure that there is consistency with any changes in program approval processes at undergraduate and graduate levels

THEMES

1. Administration/Governance
2. Transparency/Communication
3. Authority/Process Mapping

GFC Nominating Committee
February 12, 2020

OVERVIEW

- "Appointed Members" could be chosen by Dean or Dean's Council
- Principles of Committee Composition
- How to make the changes acceptable to the community
- Potential big changes to program structure will be coming in new fiscal reality
- Transparency in the process, map everything out
- The desire for representation is a part of the larger culture/mistrust of admin
- Responsibilities of the new committee, what would be sent to APC or elevated to full GFC

THEMES

1. Membership/Representation
2. Transparency/Communication

3. Administration/Governance
4. Authority/Process Mapping

Item No. 7

Governance Executive Summary
Action Item

Agenda Title	University of Alberta Non-Credit Credential Framework

Motion

THAT General Faculties Council approve the University of Alberta Non-Credit Credential Framework, as recommended by the GFC Executive Committee, and set forth in attachment 1.

Item

Action Requested	☒ Approval ☐ Recommendation
Proposed by	Tammy Hopper, Vice-Provost (Programs)
Presenter(s)	Tammy Hopper, Vice-Provost (Programs) Christie Schultz, Assistant Dean, Academic, Faculty of Extension

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	The proposal is before the committee for endorsement as the University of Alberta framework for the development of non-credit credentials.
Executive Summary (*outline the specific item – and remember your audience*)	A Non-credit Credential Framework has been developed to guide program development and provide clarity on what requires approval by General Faculties Council. This initiative supports the strategic priorities of life-long learning, financial sustainability, and community engagement. The development of non-credit credentials is also a means to meet labour market demands and to support skill development. The Non-Credit Credential Framework guides and supports this work through the following principles: • Consistency: A common understanding within the university and in communications materials about what constitutes a non-credit credential. • Quality: Guidance available on best practice for professional development in terms of program structure, pedagogy and credentials. • Rigour: A transparent and effective oversight process in place for creation of new credentials. • Ease: Sufficient information and systems in place to support the development of non-credit credentials in a timely, effective, and efficient way. Through the GFC Academic Standards Committee (ASC), and as per its Terms of Reference, GFC has authority to approve the establishment and termination of non-credit certificates, as well as the approval of non-credit programs and program expansions in the Faculty of Extension.
Supplementary Notes and context	*Changes made subsequent to GFC Executive Committee's recommendation on May 11, 2020 have been highlighted in the attached final document.*

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	*Those who are actively **participating***: • Office of the Provost and Vice-President (Academic) • Faculty of Extension • Non-Credit Credential Framework Task Force
	*Those who have been **consulted***: • University Governance - March 4, 2020 • Director, Academic Budget and Planning – March 10, 2020 • UofA International – March 10, 2020 • Statutory Deans' Council – April 1, 2020 • Alumni Council – April 6, 2020 • IST – April 8, 2020 • Registrar's Office – April 8, 2020 • Graduate Students' Association – via Task Force participation • Students' Union – via Task Force participation • GFC Executive – March 16, 2020 • GFC Academic Planning Committee – March 18, 2020 • GFC Academic Standards Committee – March 19, 2020 • General Faculties Council – March 30, 2020 • Deans' Council – April 15, 2020 • GFC Committee on the Learning Environment – April 29, 2020
	*Those who have been **informed***: •
Approval Route (Governance) (including meeting dates)	GFC Executive Committee – May 11, 2020 General Faculties Council – May 25, 2020

Strategic Alignment

Alignment with *For the Public Good*	EXPERIENCE diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success. Objective 10: Expand access to and engagement in the University of Alberta for learners engaging in continuing and professional education programs, experiences, and lifelong learning activities. *Strategy i.* Develop continuing and professional education programs that connect the knowledge-mobilization activities of the university's faculty members to the needs of diverse learner communities. *Strategy ii.* Create a wide range of opportunities, both in-person and virtual, for broad, learning-centered programs for alumni and other communities of learners engaging in continuing and professional education. 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. Objective 16: Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community-engaged research and scholarship that will extend the reach, effectiveness, benefit, and value of our university-community

	connections.
	Strategy v. Welcome increased community access, participation, and engagement at all University of Alberta sites, such as our downtown campus at Enterprise Square and our sports facilities at South campus. 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.
	Objective 22: Secure and steward financial resources to sustain, enhance, promote, and facilitate the university's core mission and strategic goals.
	Strategy i. Seek and secure resources needed to achieve and support our strategic goals.
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.
	☒ Enrolment Management ☐ Faculty and Staff ☒ Funding and Resource Management ☐ IT Services, Software and Hardware ☒ Leadership and Change ☐ Physical Infrastructure ☒ Relationship with Stakeholders ☒ Reputation ☐ Research Enterprise ☐ Safety ☒ Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) GFC Academic Planning Committee (APC) Terms of Reference GFC Academic Standards Committee (ASC) Terms of Reference

Attachments:

1. Attachment 1 – University of Alberta Non-Credit Credential Framework

Prepared by: Suzanne French, Portfolio Initiatives Coordinator, Office of the Provost and Vice-President (Academic), suzanne.french@ualberta.ca

NON-CREDIT/MICRO-CREDENTIAL FRAMEWORK

Non-Credit/Micro-Credential Framework - Working Document for Task Force

Last Update: May 14, 2020

	Event (e.g. lecture, workshop, conference)	Courses and micro-courses (non-credit)	Set/Series/Group of Courses (shorter in duration than a certificate - non-credit)	Certificate (non-credit)	Diploma (non-credit) (Note 7)
Approval (Note 1)	Internal Faculty/Provost Approval	Internal Faculty/Provost Approval	Internal Faculty/Provost Approval	General Faculties Council	General Faculties Council
Credential/Nomenclature (Note 2)	Record of Attendance	Record of Completion/Participation (e.g. "[Course Name] Record of Completion")	Record of Achievement/Completion/Participation (e.g. "[Name] Series Record of Achievement")	Certificate (Other names: Non-credit/Continuing Education/Professional Development/Professional/Executive Certificate)	Diploma (Other names: Non-credit/Continuing Education/Professional Development/Professional/Executive Diploma)
Credential Type	Faculty/Provost Credential	Faculty/Provost Credential	Faculty/Provost Credential	Institutional Credential	Institutional Credential
Delivery	Educational Unit or Faculty	Educational Unit or Faculty	Educational Unit or Faculty	Educational Unit or Faculty	Educational Unit or Faculty
Hours (Note 3)	Variable, normally 1/2 day or more	Normally up to 42 hours	Normally up to 99 hours	Normally 100-390 hours	Normally 390 hours or more
Assessment of Learning	No	Typical and encouraged	Typical and encouraged	Yes	Yes
LMS	Variable, if applicable	UAlberta-approved LMS	UAlberta-approved LMS	UAlberta-approved LMS	UAlberta-approved LMS
Grading Scheme (Note 4)	None	Non-graded or graded (alpha-graded or CR/NC)	Non-graded or graded (alpha-graded or CR/NC)	Graded (alpha-graded or CR/NC)	Graded (alpha-graded or CR/NC)
Graduation GPA	N/A	N/A	N/A	2.0 or greater	2.0 or greater
Length of Program	Variable, normally one day or less	Variable - targeted to part-time studies	Variable - targeted to part-time studies	Variable - targeted to part-time studies, normally 9 months - 2 years part-time	Variable - targeted to part-time studies, normally 2-4 years part-time
Approval Pathway (See Note 1)	Department/Unit > Faculty Council or Provost Approval	Department/Unit > Faculty Council or Provost Approval	Department/Unit > Faculty Council or Provost Approval	Department/Unit > Faculty Council or Provost Approval > GFC	Department/Unit > Faculty Council or Provost Approval > GFC
Review Process	Reviewed on regular cycle in Faculty/Unit	Reviewed on regular cycle in Faculty/Unit	Reviewed on regular cycle in Faculty/Unit	Reviewed on regular cycle in Unit/Faculty	Reviewed on regular cycle in Unit/Faculty
Course Change Process (e.g. Course descriptions, hours, etc.)	Variable (often none)	For courses not part of approved programs, desk approval by designated academic staff	For courses not part of approved programs, desk approval by designated academic staff	Reviewed/approved on regular cycle in Unit/Faculty. Faculties are asked to provide, on an annual basis, a list of updated program changes to the Provost and Vice-President (Academic) by July 1 of each year.	Reviewed/approved on regular cycle in Unit/Faculty. Faculties are asked to provide, on an annual basis, a list of updated program changes to the Provost and Vice-President (Academic) by July 1 of each year.

NON-CREDIT/MICRO-CREDENTIAL FRAMEWORK

Non-Credit/Micro-Credential Framework - Working Document for Task Force

Last Update: May 14, 2020

	Event (e.g. lecture, workshop, conference)	Courses and micro-courses (non-credit)	Set/Series/Group of Courses (shorter in duration than a certificate - non-credit)	Certificate (non-credit)	Diploma (non-credit) (Note 7)
Suspension/Termination Process	Variable (often none)	Variable for courses that are not offered as part of established certificate or diploma programs. For courses offered as part of a program, additional program change processes may need to be followed.	Variable for courses that are not offered as part of established certificate or diploma programs. For courses offered as part of a program, additional program change processes may need to be followed.	Department/Unit > Faculty Council or Provost Approval > GFC (for information). Students are normally notified and given 1-2 years to complete their program.	Department/Unit > Faculty Council or Provost Approval > GFC (for information). Students are normally notified and given 2-3 years to complete their program.
Typical Entrance Requirements	Variable (often none)	Variable (often none)	Variable (often none)	Variable (prerequisites may be required)	Variable (prerequisites normally required)
Admission Process	Variable (up to the individual unit)	Application/admission/registration support through the Continuing Education Career in Campus Solutions	Application/admission/registration support through the Continuing Education Career in Campus Solutions **(Note 5)**	Application/admission/registration support through the Continuing Education Career in Campus Solutions	Application/admission/registration support through the Continuing Education Career in Campus Solutions
Tuition	Variable (may be none)	Variable	Variable	Tuition is established when the program is approved and may be adjusted by the Delivery Unit*/Faculty. Non-credit programming is cost recovery and may be revenue generating	Tuition is established when the program is approved and may be adjusted by the Delivery Unit*/Faculty. Non-credit programming is cost recovery and may be revenue generating
GST	Attracts GST	Courses that do not lead to a GFC approved certificate or diploma attract GST	Courses that do not lead to a GFC approved certificate or diploma attract GST	No GST	No GST
T2202	Not issued	Tuition paid for courses that lead to a GFC approved certificate or diploma trigger a T2202	Tuition paid for courses that lead to a GFC approved certificate or diploma trigger a T2202	T2202 issued per CRA regulations	T2202 issued per CRA regulations
Ladder/Transfer	May ladder into non-credit programs.	May ladder into non-credit programs. An intaking department or Faculty may accept the course for credit based on normal transfer credit procedures.	May ladder into non-credit programs. An intaking department or Faculty may accept the course or courses for credit based on normal transfer credit procedures.	May ladder into non-credit programs. An intaking department or Faculty may accept the course, courses, or program for credit based on normal transfer credit procedures.	May ladder into non-credit programs. An intaking department or Faculty may accept the course, courses, or program for credit based on normal transfer credit procedures.
Transcripts/Student Record	Variable (up to the individual unit)	Non-credit transcript is available. Does not appear on credit transcripts. A student record is kept in the Continuing Education Career in Campus Solutions.	Non-credit transcript is available. Does not appear on credit transcripts. A student record is kept in the Continuing Education Career in Campus Solutions.	Non-credit transcript is available. Does not appear on credit transcripts. A student record is kept in the Continuing Education Career in Campus Solutions.	Non-credit transcript is available. Does not appear on credit transcripts. A student record is kept in the Continuing Education Career in Campus Solutions.
Parchments	Delivery Unit*/ Faculty uses a standard University of Alberta template to create a notice/record of attendance if one is awarded	Delivery Unit*/ Faculty uses a standard University of Alberta template to create a notice/record of completion/recognition/participation if one is awarded	Delivery Unit*/ Faculty uses a standard University of Alberta template to create a certificate if one is awarded	Parchment is issued through the Registrar's Office	Parchment is issued through the Registrar's Office

NON-CREDIT/MICRO-CREDENTIAL FRAMEWORK

Non-Credit/Micro-Credential Framework - Working Document for Task Force

Last Update: May 14, 2020

	Event (e.g. lecture, workshop, conference)	Courses and micro-courses (non-credit)	Set/Series/Group of Courses (shorter in duration than a certificate - non-credit)	Certificate (non-credit)	Diploma (non-credit) (Note 7)
Convocation / Graduation	Does not participate in Convocation. Some programs may offer a learning recognition ceremony.	Does not participate in Convocation. Some programs may offer a learning recognition ceremony.	Does not participate in Convocation. Some programs may offer a learning recognition ceremony.	Does not participate in Convocation. May participate in a centralized graduation ceremony hosted by the University.	Does not participate in Convocation. May participate in a centralized graduation ceremony hosted by the University.
International Students (Note 6)	International students must comply with all visitor, visa, and study permit requirements.	International students must comply with all visitor, visa, and study permit requirements.	International students must comply with all visitor, visa, and study permit requirements.	International students must comply with all visitor, visa, and study permit requirements.	International students must comply with all visitor, visa, and study permit requirements.
Consultation with the Vice-Provost Indigenous Programming and Research	Appropriate consultation is encouraged.	Appropriate consultation is encouraged.	Appropriate consultation is encouraged.	All proposals must come to the Office of the Provost for feedback prior to Faculty Council Approval to discuss consultation routing.	All proposals must come to the Office of the Provost for feedback prior to Faculty Council Approval to discuss consultation routing.
Inter-Faculty Consultation	Appropriate consultation is encouraged.	Appropriate consultation is encouraged.	Appropriate consultation is encouraged.	All proposals must come to the Office of the Provost for feedback prior to Faculty	All proposals must come to the Office of the Provost for feedback prior to Faculty

* Delivery Unit refers to any unit teaching the non-credit program

Notes:

1. For units embedded within Faculties (e.g. Departments, Centres, Institutes), approval is required by the Faculty Council. For academic units reporting to the Provost, Provost-level approval is required. Initial review or delegation to committees established by Faculty Councils is encouraged. For certificates and diplomas, routing through GFC's approval pathways follows Faculty Council approval. For units that are not part of Faculties who wish offer credentials smaller than a certificate, approval is through the Office of the Provost.

2. The term "Executive certificate," while not required, is reserved for use when the admission criteria is a minimum of an undergraduate degree.

3. Access to the Canada-Alberta Job Grant requires that learning is greater than 21 hours in length. https://www.alberta.ca/canada-alberta-job-grant.aspx

4. Individual courses that are intended to count towards an approved certificate or diploma programs must be graded, either alpha-graded or on a pass/fail basis (CR/NC, i.e. "completed requirements" or "not completed"). Grades are uploaded into Campus Solutions at the conclusion of the course.

5. Set/Series/Groups - Admission to these do not currently exist in Campus Solutions. A communication record is noted in Campus Solutions that can be used to track students who completed the series. Campus Solutions is not, at present, set up to 'Complete' programs that are not confirmed by the convocation/graduation process. When approved (by GFC) credentials are granted in Campus Solutions the 'completion' row is added. If we are hoping to obtain this level in the future, some changes to Campus Solutions would be required.

6. International students must comply with all visitor, visa, and study permit requirements. The University of Alberta is awaiting updates to the Alberta Designation Requirements (ADR). Currently programs less than 6 months and with no work component are outside the scope of the ADR as no study permit is required for students to enrol in these programs. For non credit programs greater than 6 months in duration or those with a work/internship/practicum component, it is expected that GFC approval will be a requirement for enrolling international students in these programs. Units considering developing such programs should consult with UAI on immigration requirements. Students are not eligible for post-graduation work permits after completion of any non-credit/micro-credential program.

7. While non-credit diplomas are included in this framework for the purposes of satisfying present and potential needs of learners and/or professional associations, "certificates" are the most recognizable credential in the contniuing and professional education field and marketplace.

Item No. 8

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	International Strategy Implementation Plan

Item

Proposed by	Steven Dew, Provost and Vice-President (Academic)
Presenter	Steven Dew, Provost and Vice-President (Academic) Cen Huang (Vice-Provost and Associate Vice-President (International) Doug Weir (Executive Director, Student Programs and Services)

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The proposal is before the committee to keep members of GFC informed about implementation of the International Strategy, approved by the Board of Governors on the recommendation of GFC in June, 2019.
Executive Summary (*outline the specific item – and remember your audience*)	The University's International Strategy was approved by the Board of Governors on June 14, 2019. As the strategy underwent consultation and approval processes, questions were raised about how the Strategy would be implemented. In response, a small working group led by University of Alberta International has developed an implementation plan for the objectives found in the strategy. Many of the initiatives under the strategy are, of course, already underway.
Supplementary Notes and context	*<This section is for use by University Governance only to outline governance process.>*

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	The working group that developed the implementation plan included representatives from University of Alberta International, the Office of the Registrar, the Office of the VP (Research and Innovation), and the Office of the Provost. Consultation on the implementation plan occurred with the following: International Steering Committee (ISC) President's Executive Committee – Operational Vice-Provosts' Council Statutory Deans' Council Office of Indigenous Programming and Research The final version of the plan will be presented to the following committees for discussion: GFC Executive Committee Academic Planning Committee General Faculties Council Board Learning and Discovery Committee Board of Governors.

Strategic Alignment

Alignment with *For the Public Good*	VISION: To inspire the human spirit through outstanding achievements in learning, discovery, and citizenship in a creative community, building one of the world's great universities for the public good.

Item No. 8

	MISSION: Within a vibrant and supportive learning environment, the University of Alberta discovers, disseminates, and applies new knowledge for the benefit of society through teaching and learning, research and creative activity, community involvement, and partnerships. The University of Alberta gives a national and international voice to innovation in our province, taking a lead role in placing Canada at the global forefront. VALUES: The University of Alberta community of students, faculty, staff, and alumni rely on shared, deeply held values that guide behaviour and actions. These values are drawn from the principles on which the University of Alberta was founded in 1908 and reflect a dynamic, modern institution of higher learning, leading change nationally and internationally The International Strategy was developed to reflect all five goals within For the Public Good: Build, Experience, Excel, Engage, and Sustain.
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.
	☒ Enrolment Management ☒ Relationship with Stakeholders ☒ Faculty and Staff ☒ Reputation ☒ Funding and Resource Management ☒ Research Enterprise ☐ IT Services, Software and Hardware ☐ Safety ☒ Leadership and Change ☒ Student Success ☐ Physical Infrastructure
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) GFC APC Terms of Reference GFC Executive Committee Terms of Reference GFC Terms of Reference BLRSEC Terms of Reference

Attachments (each to be numbered 1 - <>)

1. International Strategy Implementation Plan

Prepared by: Kathleen Brough, Senior Administrative Officer, Office of the Provost and Vice-President (Academic)

University of Alberta
International Strategy Implementation Plan

Date: February 14, 2020

The University of Alberta's International Strategic Plan was formally approved in June 2019. The strategic plan, framed by our Institutional Strategic Plan, *For the Public Good*, outlines 11 objectives with corresponding strategies to advance the University's strong record of international engagement. The International Strategic Plan is available on-line at the Office of the Provost and Vice-President (Academic) website.

This implementation plan articulates the core actions we will take over the next five years and the measures that will document our progress. Achieving success will require the engagement of all sectors of our university community. This implementation plan articulates how our community will be engaged and who will be the champions for the various elements of the plan.

BUILD

International Objective 1: Build a diverse community of exceptional undergraduate and graduate students from all parts of the world.

Accountability: Provost

METRIC	Measure	Data Source
	1.1 Degree to which undergraduate enrollment and diversity targets are met	

BENCHMARK DATA (2018)	Undergraduate	Domestic	International	Total	% International
	New to the U	6,927	1,471	8,398	17.5%
	Total Enrolled	27,235	4,855	32,090	15.1%
	Graduate				
	New to the U	585	749	1,334	56.1%
	Total Enrolled	5,022	2,949	7,971	37.0%
	Total				
	New to the U	7,512	2,220	9,732	22.8%
	Total Enrolled	32,257	7,804	40,061	19.5%
note: includes BP, exchange, open studies, visiting, special, VSCP and PGME students (counted w undergrad)					
Source: 18/19 Undergraduate Enrollment Report, 18/19 Graduate Enrollment Report, and ADMSTATS, Dec.1, '18					

2024 TARGET	2000 new international undergrad students enrolled in September 2023 (To a goal of total international undergraduate enrollment of 6700 by 2024/25)

CORE ACTIONS	Actions	Timeframe	Responsibility
	1.1 Review key international curriculum and calibrate to UAlberta undergraduate admission requirements for key markets	2019-2021	SCIEM
	1.2 Review and determine appropriate undergraduate English proficiency requirements	2020-2021	RO
	1.3 Undergraduate enrollment plans established for each faculty including diversification targets	annually starting 2019-2020	Provost/Deans
	1.4 Undergraduate recruitment plan developed including identification of target markets	annually starting 2019-2020	UAI (offshore)/RO (maple leaf)
	1.5 Review and update international student financial support programs	2020-2021	RO/FGSR/UAI
	1.6 Enrollment targets and recruitment plans established for course based masters programs	2020-2022	Deans

International Objective 2: Build a community of exceptional faculty members and scholars at the university with backgrounds in many parts of the world.

Accountability: Provost/Deans

METRICS	Measure	Data Source
	Academic staff with international degrees	HR/UAI
	Postdoctoral Fellows - number and diversity of countries	PDFO

BENCHMARK DATA (2019)	December 2019: 43% of UAlberta academic staff have at least one degree from a foreign institution.

2024 TARGET	

CORE ACTIONS	Action	Timeframe	Responsibility
	2.1 Establish metrics and target	2020-2021	
	2.2 Engage India Association of professors established and work plan identified	2019-2020	UAI
	2.3 Create internationalization awards to celebrate and recognize the achievements of professors and other members of the university community.	2021-2022	UAI

International Objective 3: Build and support an integrated, cross-institutional strategy to demonstrate and enhance the University of Alberta's local, national and international story, so that it is shared, understood and valued by the full University of Alberta community and our many stakeholders.

Accountability: Vice President University Relations

METRICS	Measure	Data Source

BENCHMARK DATA (2019)	

2024 TARGET	

CORE ACTIONS	Action	Timeframe	Responsibility
	3.1 Establish metrics and target	2020-2021	VPUR

EXPERIENCE

International Objective 4: Ensure inclusion of international students into the campus community; support them in their pursuit of their academic, personal, and professional goals; facilitate lasting relationships for international students with their Canadian peers, the university, the City of Edmonton, the Province of Alberta, and Canada.

METRICS	Measure	Data Source
	4.1 International student satisfaction	National or international benchmarking surveys (eg CBIE, ISB, NSSE) FGSR exit survey
	4.2 GPA, RTW, Retention, Completion rates for international vs domestic students, Time to complete (graduate degrees)	Data warehouse
	4.3 Student participation rates in WIL	RO
	4.4 Graduate employment outcomes (international vs domestic)	Career Centre graduate survey GoA graduate survey (TBC)
	4.5 Number of student groups with international focus	Student Groups

BENCHMARK DATA (2019)	Undergraduate Year 1 to Year 2 Retention Rates – Domestic International Comparison			
	Report Year	**Cohort Year**	**National Status**	**Returned or Graduated %**
	2014-15	2013-14	Canadian	86.4%
	2015-16	2014-15	Canadian	87.6%
	2016-17	2015-16	Canadian	88.6%
	2017-18	2016-17	Canadian	90.0%
	2018-19	2017-18	Canadian	89.1%
	2014-15	2013-14	International	85.2%
	2015-16	2014-15	International	84.1%
	2016-17	2015-16	International	86.7%
	2017-18	2016-17	International	88.6%
	2018-19	2017-18	International	89.1%
	Source: Tableau			

BENCHMARK DATA (2019)	Degree Completion – International Domestic Comparison				
		Undergraduate		Graduate	
		High School Admit Undergraduate Students (Completion measure is 6 years)	**Post-Secondary Admit Undergrad Students** (Completion measure is 5 years. Includes direct entry PS admit and 2nd entry admits)	**Masters (**Completion measure is 5 years)	**Doctoral (**Completion measure is 9 years)
	Cohort Year	2012/13	2013/14	2013/14	2009/10
	Report Year	2017/18	2017/18	2017/18	2017/18
	International	67.5%	68.6%	91.9%	86.3%
	Domestic	68.1%	81.3%	89.6%	76.1%

2024 TARGET	International student performance on metrics equals or exceeds domestic performance.

CORE ACTIONS	Actions	Timeframe	Responsibility
	4.1 Assess student academic outcomes from key schools and transfer programs. Purpose of assessment would be to identify cohorts of transfer students that might require additional support and to determine what these supports might be.	2019-2020	Faculties/UAI
	4.2 Assess and enhance English language support for students, including Bridging program	2020-2022	UAI/DoS/ Extension
	4.3 Update orientation materials for international students to include content on Indigenous peoples of Canada.	2019-2020	Vice-Provost-IPR / UAI
	4.4 Convene working group, reporting to the International Steering Committee, to assess the current supports and student satisfaction, then identify priority areas for improvement.	2019-2021	UAI
	4.5 Develop enhanced services/programs and new initiatives to meet identified priority action areas.	2021-2024	UAI, Faculties, Service units

International Objective 5: Introduce international dimensions in the learning experiences of all students to enrich their academic achievements, broaden their understanding of the world, educate them as global citizens, and facilitate their career success in a globalized economy.

Accountability: Provost/Deans

METRICS	Measure	Data Source
	5.1 Participation in international experiences	UAI
	5.2 First Year Interest and Senior Year Participation with Comparison to U15 peers	NSSE
	5.3 Number of academic programs with identified for credit education abroad options	
	Other possible leading indicators - website traffic to go abroad program finder, number of students seeing education abroad advising	

- Current UAlberta data collection is manual collection and self-reporting by faculties and student groups.
- U15 is exploring a metric to collect and share data on education abroad participation. Current only comparable is students reported participation in "study abroad" as collected by NSSE.

BENCHMARK DATA (2019)	University of Alberta Undergraduate Student Participation in Education Abroad					
	Year	Credit	Non-Credit	Total	Graduating Class	% Graduating Class participating in education abroad
	2018-19	726	275	1001	6418	15.6%
	2017-18	802	202	1004	6311	15.9%
	2016-17	760	260	1020	6495	15.7%
	2015-16	783	280	1063	6516	16.3%
	2014-15	719	224	943	6632	14.2%

BENCHMARK DATA (2019)	University of Alberta Graduate Student Participation in Education Abroad					
	Year	Credit	Non-Credit	Total	Graduating Class	% Graduating Class participating in education abroad
	2018-19	252	3	255	2111	12.1%
	2017-18	279	20	299	2048	14.6%
	2016-17	298	2	300	1974	15.2%
	2015-16	217	2	219	2034	16.3%
	2014-15	221	25	226	2026	14.2%

BENCHMARK DATA (2019)	National Survey of Student Engagement (NSSE)
	First Year: Plan to do study abroad program
	2014 ■ 2017 ■
	U15 high: 2017 50%, 2014 50%
	U15 average: 2017 39%, 2014 39%
	UAlberta: 2017 32%, 2014 37%
	U15 low: 2017 30%, 2014 24%
	Senior Year: Have done study abroad program
	2014 ■ 2017 ■
	U15 high: 2017 22%, 2014 23%
	U15 average: 2017 11%, 2014 12%
	UAlberta: 2017 13%, 2014 13%
	U15 low: 2017 4%, 2014 7%
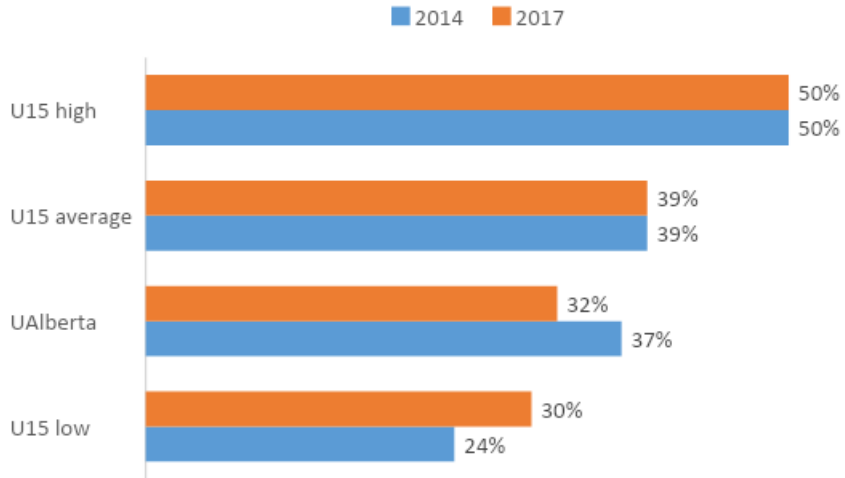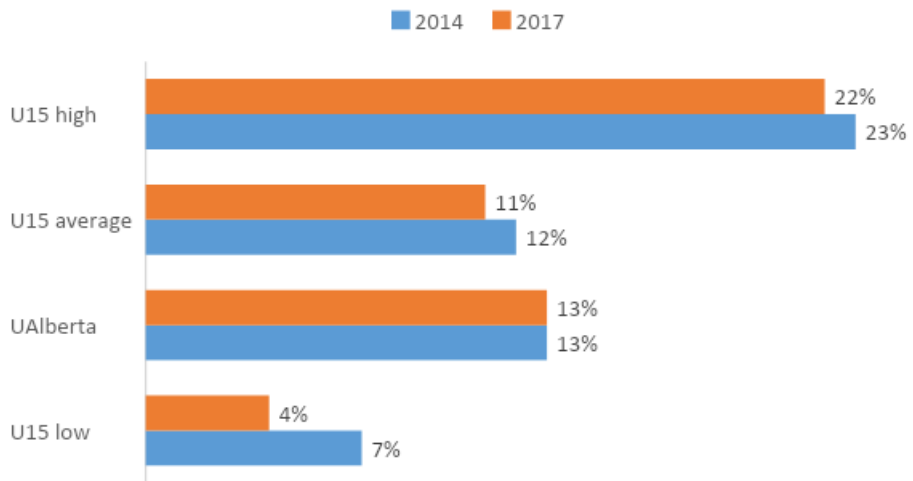
2024 TARGET	Double current participation rates

CORE ACTIONS	Actions	Timeframe	Responsibility
	5.1 Convene working group (reporting to ISC) to identify current barriers to increasing student participation and identifying actions to address barriers. Example might include education abroad scholarship strategy, data collection, credit transfer.	2020-2024	UAI
	5.2 Identify relevant international opportunity for every program of study and include in quality assurance review process for academic programs an element that assesses the opportunities within the program for students to gain international experience.	2019-2024	Faculties/UAI
	5.3 Develop common university wide framework for documenting international credit transfer that is transparent to students and faculty.	2020-2022	RO/Faculties (ACTC)
	5.4 Establish process for approval of new university-wide exchange agreements that better engages faculties and leads to enhanced credit transfer outcomes for students.	2020-2021	UAI
	5.5 Identify and advance campaign priorities that support students' international experience.	2020-2024	VP-Advancement /UAI
	5.6 Streamline process for the approval of graduate level shared credential programs (eg joint degree, joint supervision, co-tu-telle)	2019-2020	FGSR/UAI

EXCEL

International Objective 6: Strengthen, expand, and effectively support the international dimension of research and innovation.

Accountability: Vice President Research and Innovation

METRICS	Measure	Data Source
	6.1 Number of joint publications with international priority partners	Scopus / InCites
	6.2 Jointly created Intellectual Property with international priority partners	Tec Edmonton
	6.3 Evidence where joint research has influenced policy	
	6.4 Joint research funding secured for partnerships with international priority partners	RSO

BENCHMARK DATA (2019)	

CORE ACTIONS	Action	Timeframe	Responsibility
	6.1 Develop a database of existing major international partners and a mechanism to assess and rate the strength of those partnerships (in coordination with Action 7.1).	2019-2020	VPRI / UAI
	6.2 Using the data developed in 6.1 and other criteria, identify 10 institutional priority partners whose expertise and interests match those of UAlberta in one or more Signature Areas (in coordination with Action 7.2). In addition to institutional priority partners, Faculties may identify their own strategic partners.	2019-2021	VPRI / UAI
	6.3 Develop a customized work plan for each priority partner with the aim of developing mutually beneficial and complementary programs of joint research, training and researcher mobility (in coordination with Action 7.2).	2019-2024	VPRI / UAI
	6.4 Track changes in the depth and breadth of partnerships using the database developed in 6.1 and use this data to guide ongoing strategy development.	2019-2024	VPRI / UAI
	6.5 Identify the barriers researchers face in pursuing international collaboration. Develop resources and tools to address barriers and support researchers in successful international engagement.	2020-2024	VPRI
	6.6 Enhance onboarding of new researchers to better support them in establishing and maintaining mutually beneficial international collaborations.	2020-2021	VPRI

International Objective 7: Establish, grow, and consolidate priority partnerships with a select number of institutions in countries of particular relevance to our university

Accountability: Provost/Vice President Research and Innovation

METRICS	Measure	Data Source
	Framework and processes established to identify and support priority partnerships	

BENCHMARK DATA (2019)	

CORE ACTIONS	Action	Timeframe	Responsibility
	7.1 Establish a framework/metrics for identifying institutional priority partners and a reporting mechanism for highlighting activities	2019-2020	To be proposed by UAI to ISC
	7.2 Identify initial priority partners and develop a work plan for each	2020-2021	ISC/UAI/VPRI
	7.3 Develop a strategic fund to support priority international collaboration	2020-2021	VPRI / Provost
	7.4 Organize high-profile events to highlight the strengths of UAlberta, particularly in Signature Areas	2019-2024	UAI, VPRI office

ENGAGE

International Objective 8: Strengthen active participation in international networks, membership associations, and consortia to learn from partners abroad and to profile our university as an institution that is focused on collaboration.

Accountability: President's Committee on International Strategies (PCIS)

METRICS	Measure	Data Source
	Alumni engagement targets through event attendance, volunteerism, giving	Advance Database
	Number of personal scheduled visit with alumni in key markets	Advance Database
	Number of contactable alumni in key markets in Asia	Advance Database

BENCHMARK DATA (2019)		FY 2019	FY 2022 Target
	Annual Volunteerism	177 volunteer hours annually	Grow by 20%
	Annual Personal Scheduled Visits	100 visits annually	Grow by 10%
	Contact Information in key markets in Asia	FY 2019: 2,015 contactable alumni	Grow by 30%

CORE ACTIONS	Action	Timeframe	Responsibility
	8.1 Continue to grow volunteer chapters and volunteer initiatives in key markets in Asia, US and UK	2019-2022	Alumni Relations
	8.2 Launch partnership with UAI and Career Centre to assist international students with career related advice / mentorship locally and internationally	2019-2020	Alumni Relations, UAI and Career Centre
	8.3 Find lost international alumni, especially in key markets in Asia, to enhance pool of graduates available to advance the university's priorities	2019-2022	Alumni Relations and UAI
	8.4 Evaluate new potential strategic international networks	2021-22	UAI
	8.5 Identify meaningful partnerships for Centres and Institutes	2020-2024	Faculties/UAI

International Objective 9: Encourage UAlberta's involvement with initiatives to benefit communities around the world that strive to better the lives of their citizens, to build peace, and to secure a sustainable future.

METRICS	Measure	Data Source

BENCHMARK DATA (2019)	

CORE ACTIONS	Action	Timeframe	Responsibility
	9.1 Establish metrics and target		
	9.2 Develop an inventory of UAlberta courses related to each SDG	2020-2021	Sustainability Council / UAI
	9.3 Develop an inventory of UAlberta international research and partnerships related to each SDG	2021-2022	Sustainability Council / UAI / VPRI
	9.4 Raise awareness of role University plays in advancing SDGs and highlight current contributions	2019-2024	Sustainability Council/UAI/ UR
	9.5 Encourage and support international projects that work towards UN SDG targets	2019-2024	UAI
	9.6 Evaluate participation in SDG related benchmarking rankings (eg THE Impact Rankings)	2020-2024	Sustainability Council / UAI
	9.7 Provide tools and strategies that facilitate international collaboration with reduced need to travel.	2020-2024	VPRI
	9.8 In alignment with institutional commitments in the Institutional Indigenous Strategic Plan (currently in development), facilitate and enhance connections with international networks of Indigenous scholars and organizations to support international instruments dedicated to establishing or strengthening the rights of Indigenous peoples.	2020-2024	VP-IPR

SUSTAIN

International Objective 10: Ensure clarity of roles and responsibilities for all stakeholders in designing and implementing University of Alberta's international agenda and facilitate institutional collaboration and alignment.

Accountability: International Steering Committee

METRICS	Measure	Data Source
	10.1 Annual work plan and report produced	Provost Office

BENCHMARK DATA (2019)	

CORE ACTIONS	Action	Timeframe	Responsibility
	10.1 Create International Steering Committee (ISC) work plan	2021	ISC
	10.2 Produce annual report on the progress of the Implementation Plan at the University of Alberta	Annually	UAI

International Objective 11: Ensure effective, efficient, as well as sustainable delivery of international projects and programs.

Accountability: Provost/Vice President Finance and Administration

METRICS	Measure	Data Source
	10.1 Annual work plan and report produced	Provost Office

BENCHMARK DATA (2019)	

CORE ACTIONS	Action	Timeframe	Responsibility
	11.1 Establish metrics and target through assessment of benchmarking data on international activity.	2021-22	Provost/VPFA
	11.2 Establish international tuition model that is aligned with government tuition regulations, competitive with peer institutions and provides sustainable resources for the instruction and support of international students.	2019-20	Provost

Abbreviations

ASC	Academic Standards Committee
CBIE	Canadian Bureau for International Education
CTWG	Credit Transfer Working Group
DAIR	Disclosure, Assurance and Institutional Research
ISB	International Student Barometer
ISC	International Steering Committee
NSSE	National Survey of Student Experience
PDFO	Postdoctoral Fellows Office
PCIS	President's Committee on International Strategies
RO	Office of the Registrar
OAR	Office of Alumni Relations
SCIEM	Sub-Committee on International Enrollment Management
SDGs	Sustainable Development Goals
UAI	University of Alberta International
VP-IRP	Vice Provost Indigenous Programming and Research

Item No. 11A

General Faculties Council Standing Committee Report

GFC Executive Committee

1. Since last reporting to GFC, the Executive Committee met on May 4, and May 11, 2020.

2. Items Approved With Delegated Authority

    May 4, 2020:

    Agenda Title: **GFC Nominee to the Board of Governors – Variation in Election Process Due to COVID 19**

    CARRIED MOTION:
    THAT the GFC Executive Committee delegate authority to the GFC Secretary to vary the election process to move to a virtual nomination process for the collection of signatures for the nominator.

    May 11, 2020:

    Agenda Title: **Draft Agenda for the Next Meeting of General Faculties Council**

    CARRIED MOTION:
    THAT the GFC Executive Committee approve, under delegated authority from General Faculties Council, the Agenda for the May 25, 2020 meeting of General Faculties Council, as set forth in Attachment 1.

3. Items Recommended to GFC

    May 11, 2020:

    Agenda Title: **Recruitment and Selection of Employees Policy and Procedures**

    CARRIED MOTION:
    THAT the General Faculties Council Executive Committee recommend the Board of Governors approve the amended Recruitment and Selection of Employees Policy, Faculty Deans Selection and Review Procedures, Department Chair Selection and Review Procedures, Academic Selection Procedure, and Acting and Interim Senior Administration Appointment Procedure, as set forth in attachments 3a, 3e, 3f, 3g, 3h, 3i and 3m, as amended, to take effect upon final approval.

    Agenda Title: **Approval of the Proposed Terms of Reference for a New GFC Programs Committee, and Related Changes to the Terms of Reference for the GFC Council Executive Committee and the GFC Academic Planning Committee, and the Disbanding of the GFC Academic Standards Committee**

    CARRIED MOTION:
    THAT the GFC Executive Committee recommend that General Faculties Council approve the proposed terms of reference for a New GFC Programs Committee, as set forth in attachment 1, to take effect on September 1, 2020.

CARRIED MOTION:
THAT the GFC Executive Committee recommend that General Faculties Council approve the proposed changes to the terms of reference for the GFC Executive Committee and the GFC Academic Planning
Committee, as set forth in attachments 2 and 3, to take effect on September 1, 2020.

CARRIED MOTION:
THAT the GFC Executive Committee recommend that General Faculties Council disband the GFC Academic Standards Committee, effective September 1, 2020.

Agenda Title: **University of Alberta Non-Credit Credential Framework**

CARRIED MOTION:
THAT the GFC Executive Committee recommend that General Faculties Council approve the University of Alberta Non-Credit Credential Framework.

4. Items Discussed

   May 4, 2020:

   • Emergency Academic Governance Protocols – Fall 2020 Discussion Document

   May 11, 2020:

   • Student Learning Analytics Policy Framework - GFC Committee on the Learning Environment ad hoc Committee

   • Academic Governance Emergency Protocols - Update on Fall Planning

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

Item No. 12.1

GFC Member Carolyn Sale
Representative for Faculty of Arts
Questions for GFC's Meeting of 25 May 2020

1. Reference to "Decision Tracker" during debate on 20 April 2020

At the April 20th meeting, the GFC Secretary offered a contribution while GFC was debating the question of whether "guidance" was to be issued in regard to "template letters."

This contribution was offered after it had been questioned where and by whom the decision to offer students a "template letter" had been taken, with a member of GFC noting that he had consulted the minutes of the meetings of the Academic Planning and Academic Standards committee and could see no such decision having been taken by either of those committees. The member wished to know where the "promise" of a "template letter" had come from, in terms of governance decision-making.

At this juncture, Ms. Sonuga claimed that GFC members could consult the "Decision Tracker."

Because it was not clear what exactly Ms. Sonuga wished to refer us to in the "Decision Tracker," I attempted to raise a point of order so that GFC could have clarification on this matter before it proceeded to the vote.

My point of order was not recognized and GFC proceeded to the vote.

In relation to this, I have two questions:

(a) Given that I can find no item in the "Decision Tracker" that shows a decision being taken on the matter of a "template letter" by either the Academic Planning or the Academic Standards committee, what exactly is it that the GFC Secretary believed was in the "Decision Tracker" that bore upon the matter being debated?

Response: The purpose of the Governance Decision Tracker is to simply track governance decisions that have been made under delegated authority. Because no decisions were made regarding the letters, the Decision Tracker did not include any reference to the template letter. The point the GFC Secretary made was simply to say

that there had been no governing committee that had decided upon the issue of the letters.

(b)   Given that a "point of order" "takes precedence over any pending question (of no matter how high a rank)," why did the President not allow the "point of order" before we proceeded to the taking of the vote on this matter?

Response: The point of order was not recognized because it was not heard. Moving forward we will enable the Chatbox feature in Zoom to ensure that members have the option of raising a point of order.

2. References to debate on amendment of agenda not being allowed under GFC's "Meeting Procedural Rules"

At the meeting of 30 March 2020, in relation to the moving of an amendment to the agenda, the President claimed that there could be no debate on an amendment to the agenda.

At the meeting of 20 April 2020, further to it being noted that the minutes for the meeting of 30 March 2020 needed to be corrected to include reference to this claim, the President declared that GFC's "Meeting Procedural Rules" do not allow debate on proposed amendments to the agenda.

The "Meeting Procedural Rules" appear to make only three references to the moving of additions to the agenda as follows:

> 6.3   Should a member wish to add an item to the agenda at a meeting of GFC, a two-thirds vote of those present is required; the Chair will then determine where the item appears on the agenda . . . .

> 8.3   Motions pass with a majority vote, except for the following: (1) motions to add an item to the agenda require a two-thirds majority of those present; (2) motions to rescind a motion require a two-thirds majority of total members.

> 13.2   Motions shall normally be adopted on a simple majority of members present except to add items to the agenda which requires a two-thirds majority of those present, or for a Motion to Rescind which requires a two-thirds majority vote of total membership.

Where the "Meeting Procedural Rules" are silent on any matter they require reference to the *PSLA* and/or *Robert's Rules*. Under *Robert's Rules*, a motion to adopt an agenda is amendable and debatable.

The "Introduction" to the "Meeting Procedural Rules" furthermore notes that:

> GFC rules are not meant to unduly restrict debate or limit opportunities for participation.

It also notes that GFC is to be guided by the overarching principle of:

> A commitment to inclusive and participatory decision-making.

Question: Given all of this, why does the President believe that GFC's "Meeting Procedural Rules" do not allow for debate on a proposed amendment to the agenda?

Response: General Faculties Council operates on the basis of precedent. While our current meeting procedural rules are silent on whether a motion to amend the agenda is debatable, the current rules indicate a two-thirds vote of those present is required. The precedent GFC has established is that motions to amend the agenda are not debatable. The mover of the motion to amend is allowed to speak to the motion and then GFC moves directly to a vote. As in previous instances, this is the practice the chair used on March 30.

General Faculties Council Standing Committee Report

GFC Academic Planning Committee

1. Since last reporting to GFC, the Academic Planning Committee met on April 15, May 6, and May 20, 2020. May 20th will be reported at the next meeting of GFC.

2. Items Approved with Delegated Authority from GFC

April 15, 2020
- Proposed New Combined Master of Business Administration/ Master of Science in Occupational Therapy Program (MBA/MScOT), Faculty of Business, Faculty of Rehabilitation Medicine, and Faculty of Graduate Studies and Research

May 6, 2020
- Proposed Changes to Program Requirements for Graduate Degrees in Educational Policy Studies
- Proposed Name Change of the Master of Arts en Études canadiennes to the Master of Arts en Études interdisciplinaires canadiennes, Faculté Saint-Jean and Faculty of Graduate Studies and Research

3. Items Discussed

April 15, 2020
- Emergency Academic Governance Protocols
- Closing the Consultation Feedback Loop and Next Steps Regarding Recommendations from the GFC Executive Committee's ad hoc Committee on Program Approval Processes
- Building Capacity in the Graduate Student Experience, Graduate Student Success, and Excellence in the Graduate Student Supervisory Relationship
- Budget Update (standing item)

May 6, 2020
- Graduate Student Enrolment Report 2019-2020
- University of Alberta 2019-20 Annual Report
- Budget Update (standing item)

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

Item No. 14

General Faculties Council Standing Committee Report

GFC Academic Standards Committee

1. Since last reporting to GFC, the Academic Standards Committee met on April 16, and May 21, 2020. May 21st will be reported at the next meeting of GFC.

2. Items Approved with Delegated Authority from GFC

- Transfer Credit Approvals for April 2020
- Proposed Changes to Existing Regulations for Part-Time Registration, Faculty of Graduate Studies and Research

3. Items Discussed

- Academic Standing and Readmissions at the Faculty of Business
- Closing the Consultation Feedback Loop and Next Steps Regarding Recommendations from the GFC Executive Committee's ad hoc Committee on Program Approval Processes
- External Programs for Review and Programs in Progress on Campus (standing item)

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

UNIVERSITY OF ALBERTA
UNIVERSITY GOVERNANCE

NC ANNOUNCEMENT   April 30, 2020

NEW STUDENT COMMITTEE MEMBERSHIP APPOINTMENTS

To elected positions on the Standing Committees of General Faculties Council (GFC)

Upon conclusion of the GFC nomination period ending April 30, 2020 at 4:30 pm, the candidates recommended by the (NC) are considered <u>endorsed by GFC</u> and **declared <u>as elected.</u>**

For approved terms of references/committee compositions, please visit the "Member Zone" located at the University Governance website and navigate to the relevant standing committee webpage.

> **NOTE; Please refer to attachment for a listing of newly elected members and relevant committees.**

Thank You!

If you have any questions or require additional information, please contact me at your earliest convenience.

Ann Hodgson

2020-2021 STANDING COMMITTEE OF GENERAL FACULTIES COUNCIL (GFC)

GFC ACADEMIC PLANNING COMMITTEE
Membership Representation:

Seat(s) Filled: TWO (2) vacancies calling for one (1) undergraduate student and one (1) graduate student. Students are appointed members of General Faculties Council in the 2020-21 academic year.

ANNUAL STUDENT TERM WILL RUN MAY 1, 2020 THROUGH APRIL 30, 2021

	Elected Candidate	Faculty/Unit	Student Category
1	Amlan Bose	Engineering	Undergraduate Student and GFC Member
2	Ding Xu	Graduate Studies & Research	Graduate Student and GFC Member

GFC ACADEMIC STANDARDS COMMITTEE
Membership Representation:

Seat(s) Filled: ONE (1) vacancy calling for an undergraduate student. Student must be an appointed member of General Faculties Council in the 2020-21 academic year.

ANNUAL STUDENT TERM WILL RUN MAY 1, 2020 THROUGH APRIL 30, 2021

	Elected Candidate	Faculty/Unit	Student Category
1	Purnar Hariharan	Engineering	Undergraduate Student and GFC Member

GFC COMMITTEE ON THE LEARNING ENVIRONMENT
Membership Representation:

Seat(s) Filled: ONE (1) vacancy calling for an undergraduate student. Student must be an appointed member of General Faculties Council in the 2020-21 academic year.

ANNUAL STUDENT TERM WILL RUN MAY 1, 2020 THROUGH APRIL 30, 2021

	Elected Candidate	Faculty/Unit	Student Category
1	Abner Monteiro	Kinesiology, Sport,and Recreation	Undergraduate Student and GFC Member

COUNCIL ON STUDENT AFFAIRS

Membership Representation:

Seat(s) Filled: TWO (2) vacancies calling for one (1) undergraduate student (with no more than one undergraduate student per faculty) and one (1) graduate student. Students must be appointed members of General Faculties Council in the 2020-21 academic year

ANNUAL STUDENT TERM WILL RUN MAY 1, 2020 THROUGH APRIL 30, 2021

Elected Candidate	Faculty/Unit	Student Category
1 Dhir Bid	Engineering	Undergraduate Student and GFC Member
2 Khandaker Shahriar	Graduate Studies & Research	Graduate Student and GFC Member

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GFC EXECUTIVE COMMITTEE

Membership Representation:

Seat(s) Filled: ONE (1) vacancy calling for an undergraduate student. Student must be an appointed member of General Faculties Council in the 2020-21 academic year.

ANNUAL STUDENT TERM WILL RUN MAY 1, 2020 THROUGH APRIL 30, 2021

Elected Candidate	Faculty/Unit	Student Category
1 Adarsh Badesha	**Science**	Undergraduate Student and GFC Member

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GFC NOMINATING COMMITTEE

Membership Representation:

Seat(s) Filled: ONE (1) vacancy calling for a graduate student. Student must be an appointed member of General Faculties Council in the 2020-21 academic year.

ANNUAL STUDENT TERM WILL RUN MAY 1, 2020 THROUGH APRIL 30, 2021

Elected Candidate	Faculty/Unit	Student Category
1 Shahed Dehaghani	Graduate Studies & Research	Graduate Student and GFC Member

GFC STUDENT CONDUCT POLICY COMMITTEE

Membership Representation:

Seat(s) Filled: ONE (1) vacancy calling for one student (undergraduate or graduate student). Student must be appointed members of General Faculties Council in the 2020-21 academic year.

ANNUAL STUDENT TERM WILL RUN MAY 1, 2020 THROUGH APRIL 30, 2021

Elected Candidate	**Faculty/Unit**	**Student Category**
1 Lucas Marques	Arts	Undergraduate Student and GFC Member

GFC UNDERGRADUATE AWARDS AND SCHOLARSHIPS COMMITTEE

Membership Representation:

Seat(s) Filled: THREE (3) vacancies calling for undergraduate students. At least one student member must be an appointed member of General Faculties Council in the 2020-21 academic year.

ANNUAL STUDENT TERM WILL RUN MAY 1, 2020 THROUGH APRIL 30, 2021

Elected Candidate	**Faculty/Unit**	**Student Category**
1 Ariana Valacco	Arts	Undergraduate Student
2 Olivia Harris	Kinesiology, Sport, and Recreation	Undergraduate Student
3 Samar Barazesh	Science	Undergraduate Student and GFC Member

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GFC UNIVERSITY TEACHING AWARDS COMMITTEE

Membership Representation:

Seat(s) Filled: FOUR (4) vacancies calling for three (3) undergraduate students and one (1) graduate student. At least one student member must be an appointed member of General Faculties Council in the 2020-21 academic year.

ANNUAL STUDENT TERM WILL RUN MAY 1, 2020 THROUGH APRIL 30, 2021

Elected Candidate	**Faculty/Unit**	**Student Category**
1 Tristan Sinnatamby	Science	Undergraduate Student from at-Large
2 Aaron LaForest	Law	Undergraduate Student from at-Large
3 Mujtaba Siddique	Science	Undergraduate Student from at-Large
4 Adekunle Mofolasayo	Graduate Studies & Research	Graduate Student and GFC Member

Item No. 16

General Faculties Council Standing Committee Report

GFC University Teaching Awards Committee

1.   In 2019/20, the University Teaching Awards Committee met on October 3, 2019, February 27 and April 2, 2020. Our final meeting of the academic year will be on April 9, 2020.

2.   Items Approved Under Delegated Authority – The committee adjudicated the following awards on April 2, 2020.

2020 Award for Excellence in Graduate Teaching:
        Samer Adeeb, Faculty of Engineering
        Heather Coleman, Faculty of Arts
        Tami Oliphant, Faculty of Education

2020 Provost's Award for Early Achievement of Excellence in Undergraduate Teaching:
        Alexandra Komrakova, Faculty of Engineering
        Lauren Sulz, Faculty of Education

2020 Rutherford Award for Excellence in Undergraduate Teaching:
        Heather Bruce, Faculty of Agricultural, Life and Environmental Sciences
        Sandipan Pramanik, Faculty of Engineering
        Lin Snelling, Faculty of Arts
        Tian Tang, Faculty of Engineering
        Janet Wesselius, Augustana Campus

2020 William Hardy Alexander Award for Excellence in Undergraduate Teaching:
        Karsten Loepelmann, Faculty of Science
        Kuo-Chan Sun, Faculty of Arts

2020 Teaching Unit Award:
        HPE Med Cohort Teaching Unit: Drs. Doug Gleddie, Lauren Sulz and Hayley Morrison
        Faculty of Education

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

FOR THE GFC MEETING OF MAY 25, 2020

I am pleased to report on the following highlights of the Board of Governors' Open Session meeting held on May 8, 2020:

REPORT OF THE CHANCELLOR

In addition to his written report, which included a summary of the activities of the Office of the Chancellor and Senate, Chancellor Stollery introduced Peggy Garritty, elected by the Senate on March 6, 2020 as the University of Alberta's 22nd Chancellor. Chancellor Stollery reviewed the role of the Senate and the Chancellor and highlighted Chancellor-Elect Garritty's strong community relationships and board experience. Chancellor-Elect Garritty noted her appreciation for the transition process and her anticipation to start in June.

REPORT OF THE PRESIDENT

The President provided a written report on his activities since March 13, 2020, 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 presidential transition activities, including President-Elect Bill Flanagan's full integration into the university's decision-making processes; strategies to meet the university's 2020-2021 $110M budget reduction and the resiliency of the university community in light of significant job losses.

President Turpin briefed the Board on the university's response to COVID-19, including a timeline of events; the current state of emergency; planning and decision-making structures; pandemic forecasting and uncertainties; Universities Canada's nationwide opinion poll of students and parents and their perceptions of returning to campus in the fall; and the limitations and likely direction of possible fall scenarios.

REPORT OF THE UNIVERSITY SECRETARY

The University Secretary updated the Board on the transition of all university governance meetings to online formats in the wake of the COVID-19 crisis, cautioning members against 'Zoom fatigue' and highlighting two personal responses to the crisis written by members of the university community.

DISCUSSION ITEMS

The Board received a budget update from Provost and Vice-President (Academic) Steven Dew and Vice-President (Finance and Administration) Gitta Kulczycki, including numbers of job losses, both permanent, due to grant reductions, and temporary, due to COVID-19; an estimated net $38M budget impact of COVID-19 due to reduced revenues; and two major initiatives, academic and administrative restructuring, to develop a more efficient organization while continuing to fulfil the university's academic mission.

Sean Price, Associate Vice-President (Alumni Relations) provided an update on strategic priorities of the Alumni Association, focusing on three programs where alumni contribute to student success, including: the ThresholdImpact Venture Mentoring Service, a network of mentors who provide coaching and advice to new graduates, faculty and staff in entrepreneurial ventures; the Alumni Student Support and Engagement Team (ASSET), alumni who have provided over 700 volunteer hours to supplement student mental-health services on campus; and efforts to track and communicate the number of volunteer hours provided by alumni who deliver work-integrated learning opportunities to provide students with real-world experience.

BOARD OF GOVERNORS' MOTION SUMMARY

On the recommendation of General Faculties Council, the Board of Governors approved the following motions:
- the suspension of admissions to the Augustana Faculty Bachelor of Music in 'Piano' and 'Voice' majors, as submitted by Augustana Faculty, to take effect for Fall 2021; and
- the proposed addition to the Code of Student Behaviour, as submitted by University of Alberta Protective Services, to take effect July 1, 2020, as outlined in the agenda material.

On the recommendation of the Board Governance Committee, the Board of Governors approved the following motions:

- a recommendation to webcast future open session Board of Governors' meetings, as outlined in the agenda material, for implementation in Fall 2020 subject to budget availability, with the understanding that webcasting guidelines for Board members will be developed prior to the first webcasted meeting; and
- the creation of a Board Agenda Coordinating Ad Hoc Group (BAC), as outlined in the agenda material.

INFORMATION REPORTS

- Report of the Audit and Risk Committee
  - o Pro Forma Financial Statements
  - o Proposed Addition to the Code of Student Behaviour (COSB) Regarding Weapons on Campus
  - o Dashboard Review: Initiatives to support Occupational Health, Safety, Environmental Stewardship and Security
  - o Health and Safety Indicator Report (Second Quarter)

- Report of the Finance and Property Committee
  - o Collection of GSA Membership, GSA Health and Dental Plan, and Graduate Student Assistance Program Fees
  - o Collection of University of Alberta Students' Union 2020-21 Operating / Referendum Fees
  - o University of Alberta Land Inventory Update
  - o Budget Update
  - o University of Alberta Properties Trust Inc. (UAPTI) Annual Report
  - o Integrated Asset Management Strategy Dashboard

- Report of the Governance Committee
  - o Ongoing Opportunities for Board Member Development
  - o Virtual Meetings – Best Practices / Lessons Learned Opportunities to Enhance Board Transparency: Request to Webcast Board meetings

- Report of the Human Resources and Compensation Committee
  - o Pension and Retirement Plan Update
  - o Indicators of Health and Disability Annual Report
  - o Presentation by and Discussion with President of the Graduate Students' Association (GSA)
  - o Presentation by and Discussion with President of the Post-doctoral Fellows Association (PDFA)

- Report of the Investment Committee
  - o UEP and NEIP Risk Management Investment Proposal

- Report of the Reputation and Public Affairs Committee
  - o Updates
    - a) COVID-19
    - b) University 2020-2021 Budget
    - c) Presidential Transition
  - o Senate Update

The Board also received reports from the Alumni Association, Students' Union, Graduate Students' Association, Association of Academic Staff of the University of Alberta, 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 May 8, 2020 Board of Governors' meeting will be posted on the University Governance website once approved by the Board at its June 19, 2020 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 2019-2020

Item

Proposed by	Brooke Milne, Vice-Provost and Dean, FGSR
Presenter	Brooke Milne, Vice-Provost and Dean, FGSR

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The 2019-20 report on graduate enrolment; providing the institution with a current snapshot of graduate enrolment and trends for awareness, and to inform future planning as it relates to graduate education and programming.
Executive Summary (*outline the specific item – and remember your audience*)	FGSR is both an academic and administrative faculty. We have a pan-institutional view (and accountability for) graduate education across campus. This fifth edition of the annual FGSR Enrolment Report provides an overview of metrics related to graduate education at the University of Alberta, and it provides data and trends for consideration in policy making and planning. ● 20% of the UofA's students are graduate students: 　○ 2798 PhD Students 　○ 2204 Master's (Thesis-based) Students 　○ 2997 Master's (Course-based) Students The report outlines some notable trends in a few key areas, including student demographics, program applications, and completion times. There is a great deal of information included in the report; however, a few high level highlights include: ● Graduate enrollment saw an increase in all program categories; but a notable increase again this year in Course-based Master's and Certificate programs, showing an increase in demand for this type of professional program. ● There was strong International Enrolment in many faculties, which has resource implications. ● We are pleased to see a continual upward trending for Indigenous enrolment in all degree programs. ● Unlike Undergrads, 30% of our students do not start in the Fall term. This continues to have planning implications. ● We continue to admit only ¼ of the students who apply to our programs, demonstrating the high demand of our programs. *Question for consideration:* ● *What do these enrolment trends mean for the institution?*

Item No. 18A

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

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	- GEFAC – February 27, 2020 - Chairs Council – March 17, 2020 - FGSR Council - March (For Info; In-person meeting cancelled) - Statutory Deans Council – April 1 (Info Only) - President's Executive Committee – Operations - April 16, 2020 - FGSR Council - April 22, 2020 (Presentation) - Vice-Provost's Council - April 27, 2020 - Academic Planning Committee - May 6, 2020 - Deans and Associate Deans, Grad (Individual Meetings) – Report distributed in the Spring; meetings taking place through May and June 2020 - General Faculties Council – May 25 (Info Only) - Board - Learning, Research, and Student Experiences (BLRSEC) - May 29, 2020

Strategic Alignment

Alignment with *For the Public Good*	Institutional Strategic Plan - For the Public Good - 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. Also, alignment with the Comprehensive Institutional Plan.
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing. <table><tr><td>☒ Enrolment Management ☒ Faculty and Staff ☒ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure</td><td>☐ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise ☐ Safety ☒ Student Success</td></tr></table>
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 5. Board Learning and Discovery Committee

Attachment 1: Graduate Student Enrolment Report 2019-20

Prepared by: Brooke Milne, Vice-Provost and Dean, Faculty of Graduate Studies and Research

UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE STUDIES & RESEARCH

Graduate Student Enrolment Report
2019-20

Table of Contents

Executive Summary

This fifth edition of the annual *FGSR Enrolment Report* provides an overview of metrics related to graduate education at the University of Alberta. The report outlines some notable trends in a few key areas, including student demographics, program applications, and completion times.

Demographic profile. UAlberta's graduate student community consistently accounts for one-fifth of all students on our campuses. Nearly 40% of our graduate student population is international, making our graduate programs among the most diverse on campus (see Section 1.4). While the graduate student community comprises more women than men, our PhD programs retain a higher proportion of men -- a trend that has remained consistent over the past decade (Section 1.6). We are pleased to note, however, that enrolment of Indigenous students from within Canada is at an all-time high (Section 1.7).

Application and enrolment trends. Over the past ten years, the University of Alberta has experienced a significant increase in international graduate student applications to our programs, while domestic application numbers have held steady (Section 2.1). This year, graduate enrolment increased by 254, partly as a result of increased capacity in our course-based Master's degree programs (Section 1.1).

Changes in completion times. International graduate students consistently complete their degrees in less time than their domestic peers. The average time to completion, however, has recently risen for both international and domestic students (Section 3.2).

These and other key measures are examined in detail below.

Figure 1. Graduate students at a glance

20.7% OF UNIVERSITY OF ALBERTA STUDENTS ARE GRADUATE STUDENTS

Age
21-25	30.43%
26-30	34.05%
31-35	17.09%
36-40	9.16%
41-45	4.07%
45+	5.14%

2798 PHDS
2204 MASTER'S THESIS-BASED
2997 MASTER'S COURSE-BASED

2308
GRADUATE DEGREES AWARDED IN 2018 INCLUDING 502 PHDS

2.5%
SELF-IDENTIFY AS INDIGENOUS

39.8%
ARE INTERNATIONAL STUDENTS

8225
GRADUATE STUDENTS WORK IN 393 RESEARCH AREAS WITH 220 OFFICIAL SPECIALIZATIONS

20.7%
SELF-IDENTIFY AS PARENTS (DATA FROM CGPSS REPORT)

AVERAGE COMPLETION TIMES BY DEGREE

Domestic	International
2.4 years	**1.6** years
MASTER'S COURSE-BASED	MASTER'S COURSE-BASED
2.7 years	**2.4** years
MASTER'S THESIS-BASED	MASTER'S THESIS-BASED
5.9 years	**5.0** years
DOCTORAL	DOCTORAL

INCREASE IN APPLICATIONS (FALL 2019 VS FALL 2018)

International
4.3%

Overall
1.3%
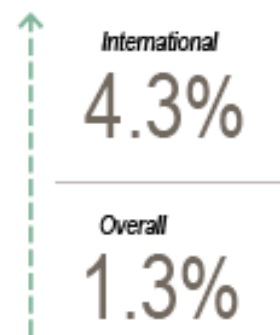
1. Enrolment

Most of this section[1] presents enrolment numbers based on the standard December 1, 2019 headcounts, as reported to Statistics Canada and the Government of Alberta. Enrolment is a point-in-time snapshot and the December headcounts reflect Fall term registrations only. As a result, enrolment reported here does not include the *total* number of graduate students who have been on campus throughout the entire calendar year.

1.1. Graduate Enrolment by Degree Type

Graduate enrolment in all program categories has increased since the previous reporting period. While growth in both thesis-based master's and doctoral program enrolments has been modest, at 1.2% and 2.5%, respectively, enrolments in course-based Master's and certificate programs have risen considerably for the second year in a row, with increases of 5.0% and 5.5%, respectively.

This is also the second consecutive year that enrolment in course-based Master's programs exceeds that in PhD programs. Enrolment in doctoral programs has returned to roughly the same levels as recorded in 2009.

Figure 2. Graduate enrolment by degree type
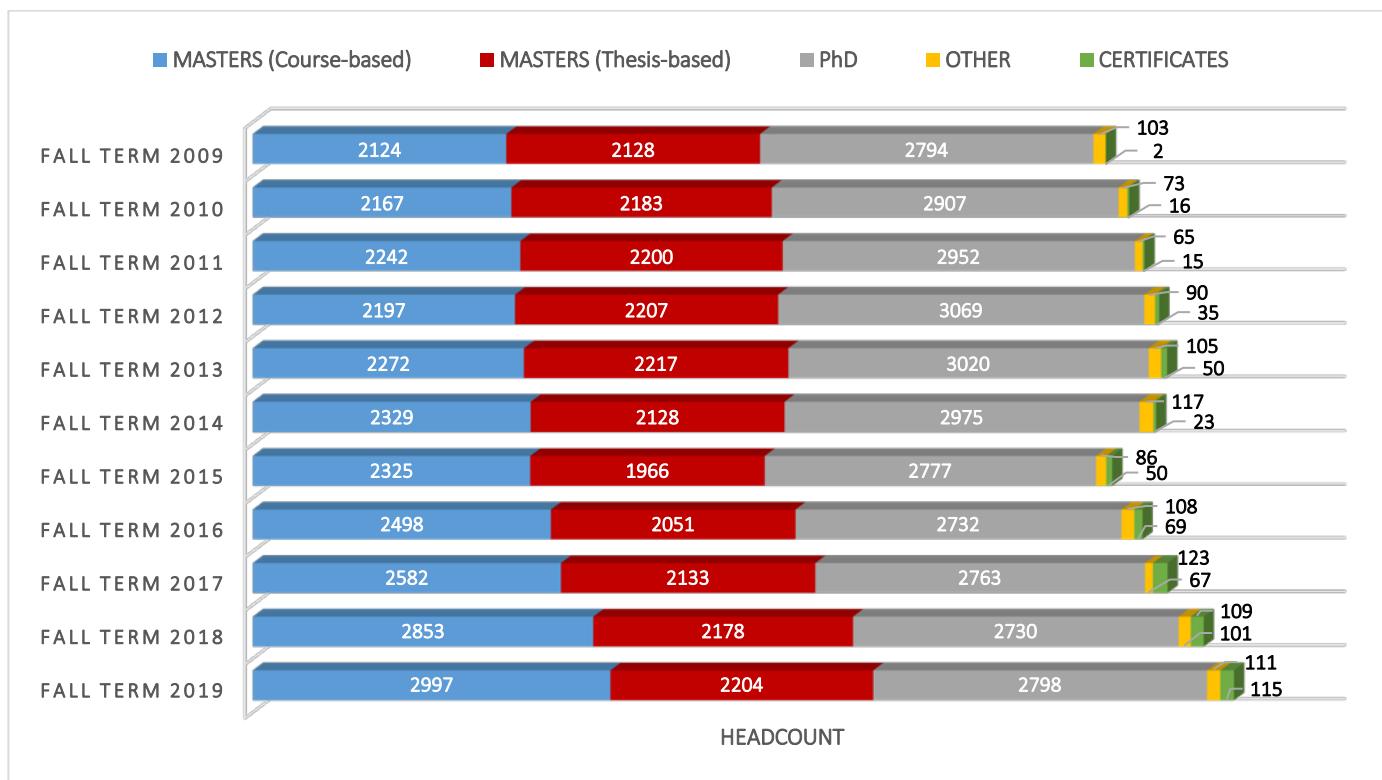
Source: Strategic Analysis Data provided December 1, 2019 Registration Statistics

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[1] The exceptions are subsection 1.5 and Table 7, which report on sponsored students; see below.

Fall term enrolment headcounts by Faculty are shown in Figures 3 to 8, and in Tables 1 and 2. Of particular interest is the continued growth of our innovative condensed PhD program in Indigenous Studies in the Faculty of Native Studies, which now stands at 15 registrants.

Reviewing the data by Faculty reveals varied year-over-year changes across the institution (Figures 3 and 4).

Figure 3. Doctoral degrees with > 100 graduate students, Fall headcount by Faculty
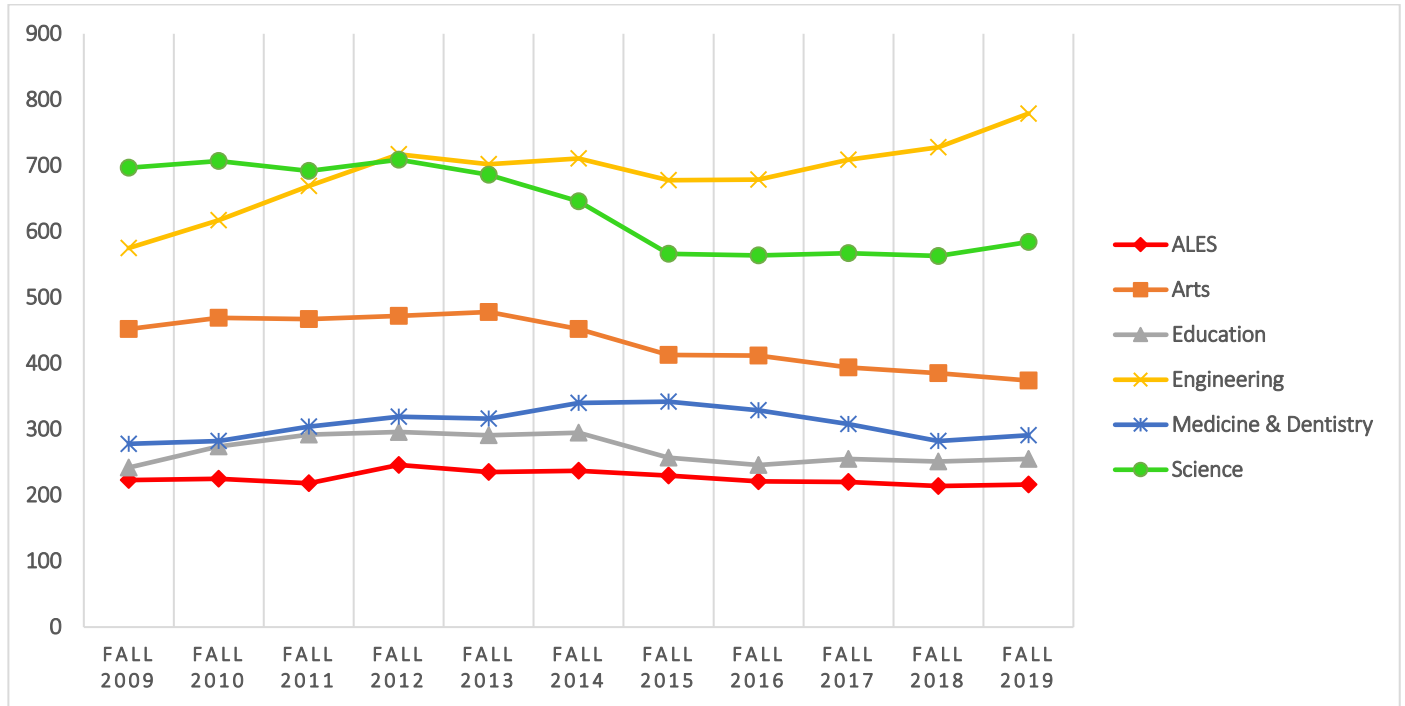
Source: Strategic Analysis and Data Warehousing – Data provided Registration Statistics December 1, 2019

Figure 4. Doctoral degrees with < 100 graduate students, Fall headcount by Faculty
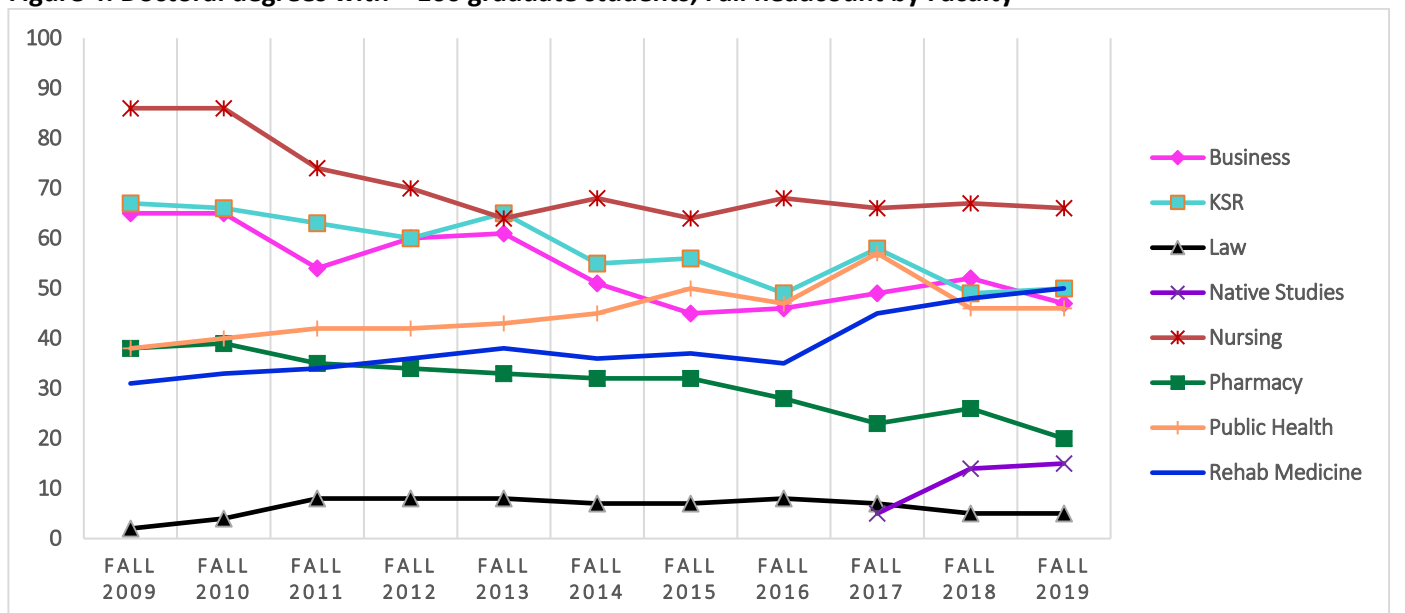
Source: Strategic Analysis and Data Warehousing – Registration Statistics December 1, 2019

Figure 5. Thesis-based Master's degrees with > 100 graduate students
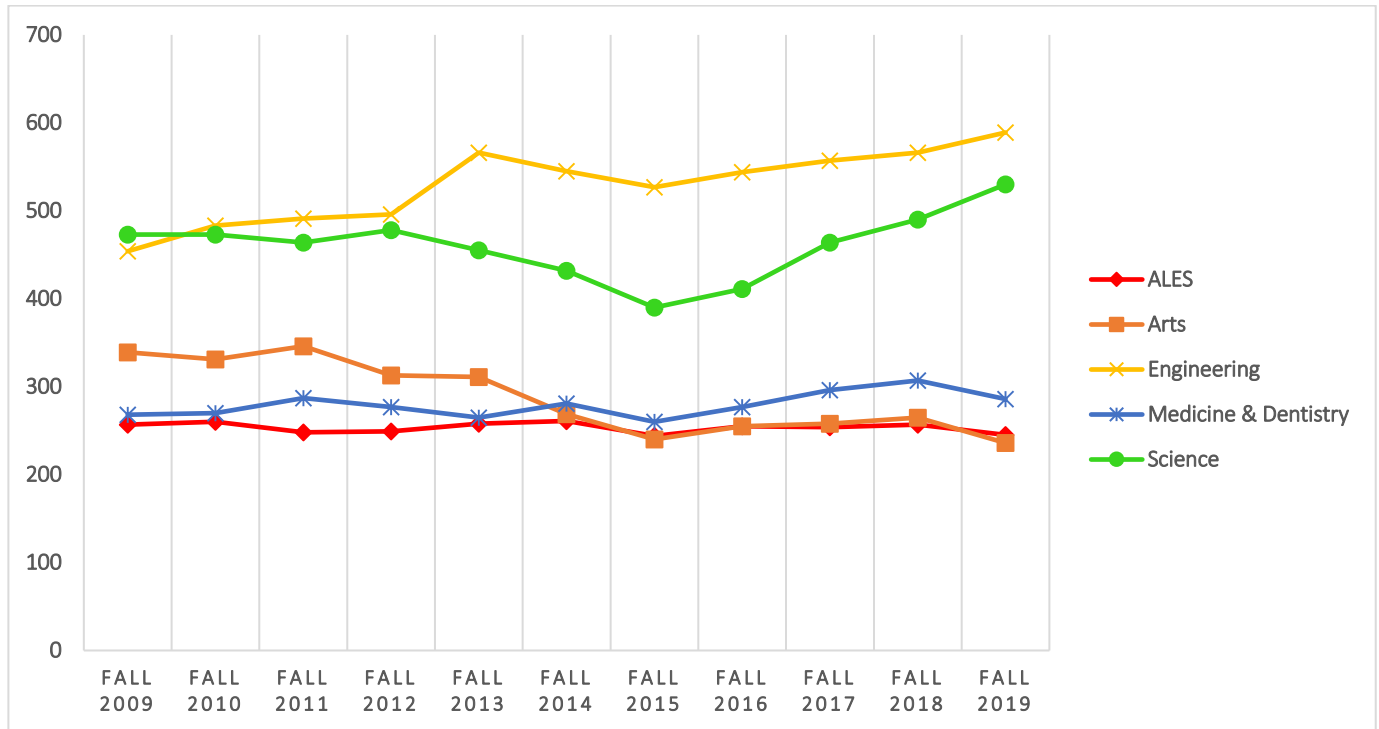
Source: Strategic Analysis and Data Warehousing –Registration Statistics December 1, 2019

Figure 6. Thesis-based Master's degrees with < 100 graduate students
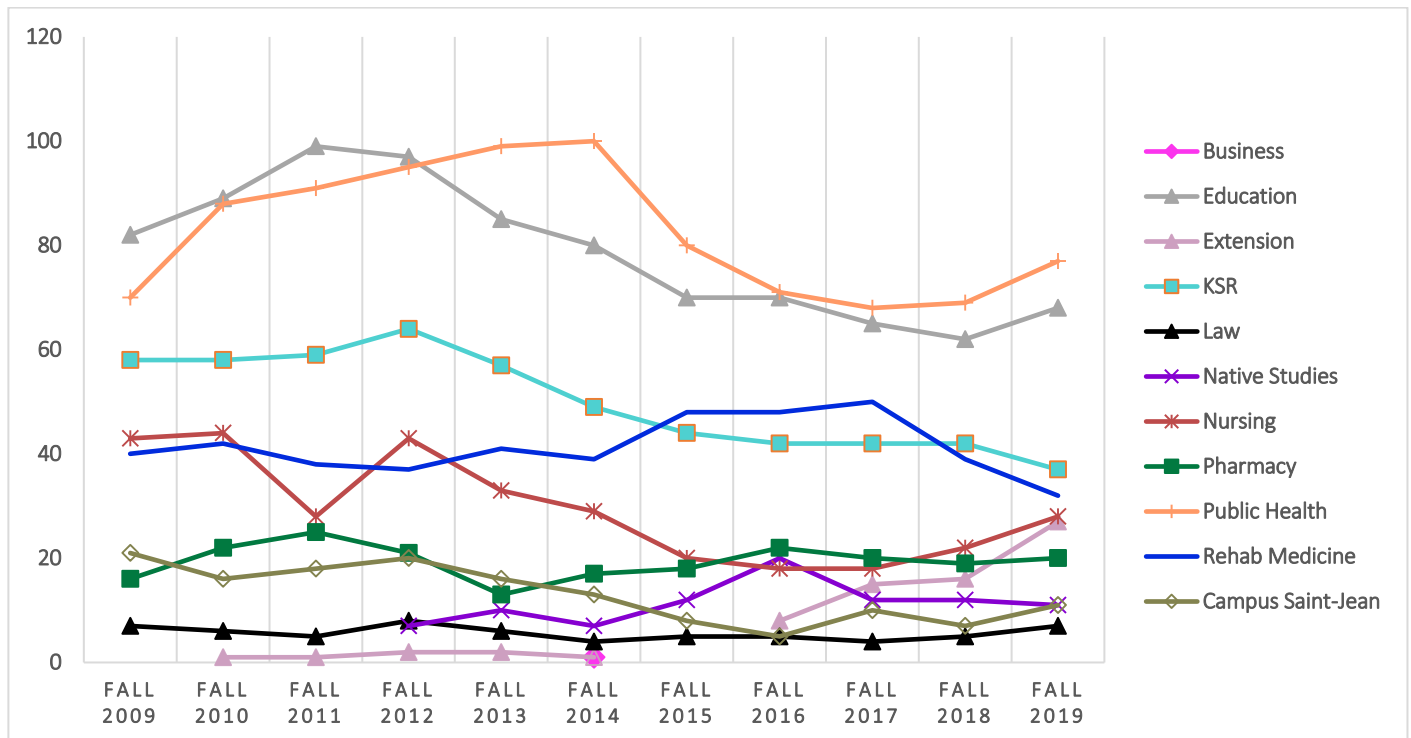
Source: Strategic Analysis and Data Warehousing – Registration Statistics updated December 1, 2019

Over the last year, there has been significant growth in course-based Master's programs (see Figures 7 and 8) as a result of a growing interest in these types of professional degrees. Growth is most concentrated within the course-based Master of Engineering programs, which were reopened for fall 2017 admissions. Among programs with under 100 grad students, Nursing and Arts have similarly experienced notable growth. New course-based Master's programs or streams continue to be in development to respond to the increasing demand for them.

Figure 7. Course-based Master's degrees with > 100 graduate students, Fall headcount by Faculty
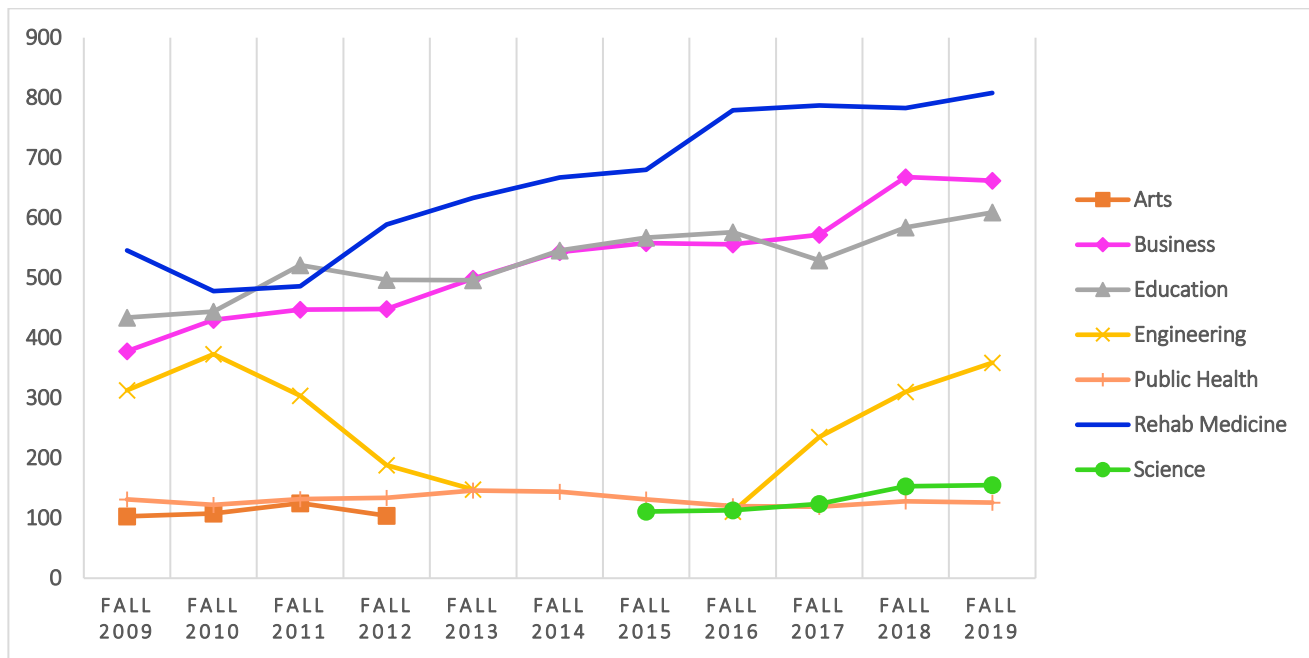
Source: Strategic Analysis and Data Warehousing – Registration Statistics December 1, 2019

Figure 8. Course-based Master's degrees with < 100 graduate students, Fall headcount by Faculty
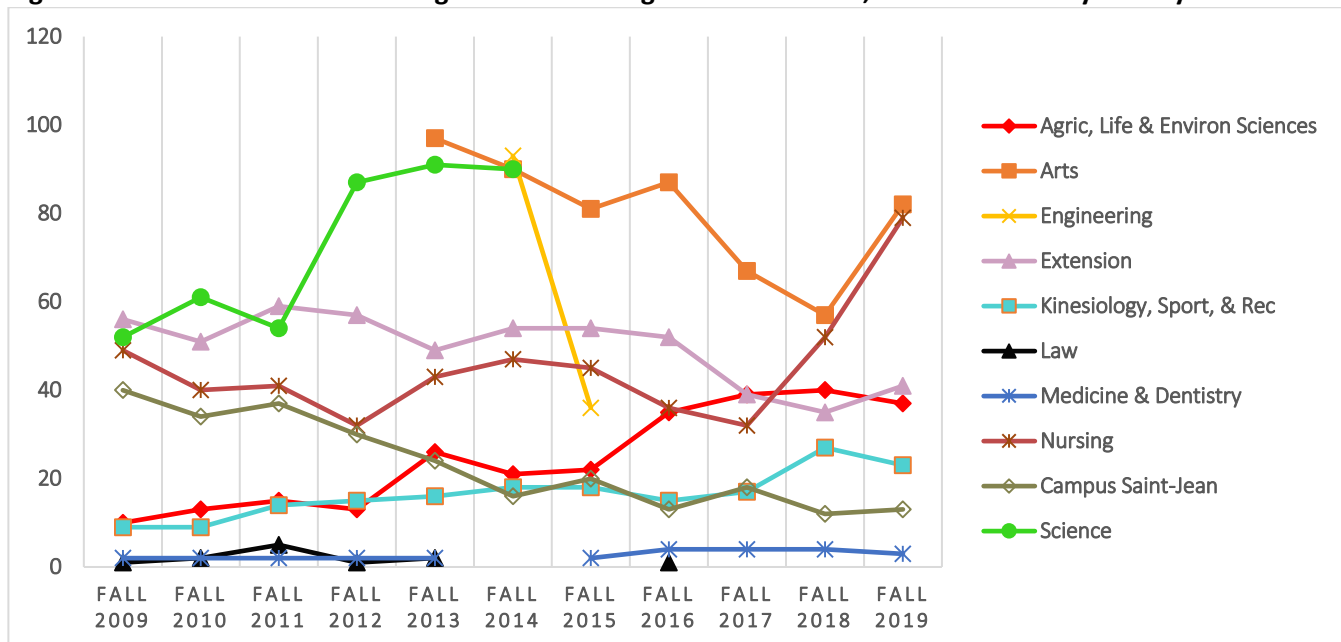
Source: Strategic Analysis and Data Warehousing – Registration Statistics December 1, 2019

Enrolment in post-Master's certificate and graduate certificate programs remains modest, though programs in the Faculty of Kinesiology, Sport, and Recreation saw a notable increase over the previous reporting period (Table 1). Programs offered in each of these faculties are of interest to professionals looking to upgrade their skills, and similar programs might offer future possibilities for laddering into graduate degrees.

Table 1. Certificate programs, Fall headcount by Faculty

Faculty	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Business			1	2	2	2
Campus Saint-Jean						1
Education	1	1				
Kinesiology, Sport, and Recreation				17	5	24
Public Health						
Rehabilitation Medicine	22	49	68	104	102	88
Total	**23**	**50**	**69**	**123**	**109**	**115**

Source: Strategic Analysis and Data Warehousing – Registration Statistics December 1, 2019

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	Fall 2019
ALES	5	3	3	2	5	1
Arts	17	14	12	8	9	9
Business	3			2		2
Campus Saint-Jean		3	9	1		1
Education	1	6	4	2	2	3
Engineering	4	5	6	15	9	11
Extension		1				
FGSR*	47	22	26	23	31	38
KSR	2	2		2	4	
Law						1
Medicine & Dentistry	7	7	8	2	5	5
Native Studies	1					
Nursing	3	2	2	4	4	3
Pharmacy			1	1	1	2
Rehabilitation Medicine	20	19	31	3	21	22
School of Public Health			1	3	2	3	4
Science	7	1	3		7	9
Total	**117**	**86**	**108**	**67**	**101**	**111**

Source: Strategic Analysis and Data Warehousing – Registration Statistics December 1, 2019.

*Note: Many visiting students list FGSR as their primary faculty, especially those with a Western Deans' status.

1.2. Faculty to Graduate Students Ratio

Table 3 provides an overview of the ratio of professors to graduate students in each Faculty; it makes it possible to assess both supervisory capacity and teaching capacity by monitoring whether graduate student numbers and faculty complement are moving in tandem. Full, Associate and Assistant Professors (those in academic category A1.1) are included in the faculty number.

Every Faculty is reported in this dataset. It is important to note, however, that Faculties with large course-based Master's programs, such as the MBA in the School of Business, most graduate programs in the Faculty of Rehabilitation Medicine, and a substantial proportion of Engineering's graduate offerings, will appear to be carrying a comparatively low faculty to course-based student ratio. This is because Course-based programs require a different level of student-faculty interaction as compared to Thesis-based programming. Cross-faculty comparisons in such cases are not likely to be informative; trends within faculties will be more meaningful.

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

(1 Faculty : # of Students)

Faculty	Fall 2015			Fall 2016			Fall 2017			Fall 2018			Fall 2019		
	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: 2.1	1: 2.2	1: 0.2	1: 2	1: 2.3	1: 0.3	1: 2	1: 2.4	1: 0.4	1: 1.9	1: 2.3	1: 0.4	1: 1.9	1: 2.1	1: 0.3
Arts	1: 1.3	1: 0.7	1: 0.3	1: 1.3	1: 0.8	1: 0.3	1: 1.2	1: 0.8	1: 0.2	1: 1.2	1: 0.9	1: 0.2	1: 1.2	1: 0.8	1: 0.3
Business	1: 0.6		1: 7.8	1: 0.6		1: 7.8	1: 0.7		1: 8.1	1: 0.8		1: 9.7	1: 0.7		1: 10.5
Education	1: 2.5	1: 0.7	1: 5.5	1: 2.3	1: 0.7	1: 5.4	1: 2.3	1: 0.6	1: 4.8	1: 2.3	1: 0.6	1: 5.4	1: 2.5	1: 0.7	1: 5.9
Engineering	1: 3.4	1: 2.6	1: 0.2	1: 3.3	1: 2.7	1: 0.5	1: 3.4	1: 2.7	1: 1.1	1: 3.3	1: 2.6	1: 1.4	1: 3.5	1: 2.7	1: 1.6
Extension			1: 3.2		1: 0.5	1: 3.5		1: 0.9	1: 2.3		1: 1	1: 2.2		1: 1.9	1: 2.9
Faculté Saint-Jean		1: 0.3	1: 0.7		1: 0.2	1: 0.4		1: 0.3	1: 0.6		1: 0.2	1: 0.4		1: 0.4	1: 0.4
Native Studies		1: 1.2			1: 1.8		1: 0.5	1: 1.1		1: 1	1: 0.9		1: 1.1	1: 0.8	
KSR	1: 1.5	1: 1.2	1: 0.5	1: 1.2	1: 1	1: 0.4	1: 1.5	1: 1.1	1: 0.4	1: 1.3	1: 1.1	1: 0.7	1: 1.4	1: 1	1: 0.6
Law	1: 0.3	1: 0.2		1: 0.3	1: 0.2	1: 0.037	1: 0.3	1: 0.1		1: 0.2	1: 0.2		1: 0.2	1: 0.2	
Medicine and Dentistry*	1: 0.5	1: 0.4	1: 0.003	1: 0.5	1: 0.4	1: 0.006	1: 0.5	1: 0.5	1: 0.006	1: 0.4	1: 0.5	1: 0.006	1: 0.5	1: 0.5	1: 0.005
Nursing	1: 1.4	1: 0.4	1: 1	1: 1.4	1: 0.4	1: 0.8	1: 1.5	1: 0.4	1: 0.7	1: 1.5	1: 0.5	1: 1.2	1: 1.6	1: 0.7	1: 1.9
Pharmacy	1: 1.5	1: 0.8		1: 1.2	1: 0.9		1: 1	1: 0.9		1: 1.4	1: 1		1: 1.1	1: 1.1	
Public Health	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	1: 1.6	1: 2.7	1: 4.3
Rehab Medicine	1: 0.8	1: 1.1	1: 15.5	1: 0.8	1: 1.1	1: 17.7	1: 1.1	1: 1.2	1: 18.7	1: 1.2	1: 1	1: 19.1	1: 1.4	1: 0.9	1: 23.1
Science	1: 2	1: 1.4	1: 0.4	1: 2	1: 1.4	1: 0.4	1: 2	1: 1.6	1: 0.4	1: 1.9	1: 1.7	1: 0.5	1: 2	1: 1.8	1: 0.5
Total	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	1: 1.4	1: 1.1	1: 1.5

Source: Strategic Analysis and Data Warehousing - Professoriate Headcount as of October 1, 2019 merged with Enrolment Data from Strategic Analysis - Registration Statistics Table December 1, 2019

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 6 years) 67.8% of the total professoriate figures; 4) All types of students are included in this table.

1.3. Graduate/Undergraduate Enrolment Comparison

Over the last six years, graduate students have comprised close to 20% of the total student population at the University of Alberta. The overall number of students has increased slightly for both undergraduates and graduates. Table 4 highlights the balance of graduate to undergraduate students among 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 activities. The ratios have remained relatively consistent over time, with a few exceptions, including Native Studies, where the proportion of graduate students has grown with the introduction of the PhD in Indigenous Studies, and Nursing, where the proportion has increased from 8% to 12% since Fall 2016.

Table 4. Percentage of graduate students in total by Faculty

Program Faculty	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Total	Grad%	Total	Grad%	Total	Grad%	Total	Grad%	Total	Grad%	Total	Grad%
ALES	2083	25	2027	25	2066	25	2105	24	2043	25	2041	24
Arts	6604	13	6460	12	6455	12	6567	11	6815	11	6752	10
Augustana	1068	0	1016	0	1008	0	1044	0	1021	0	1019	0
Business	2622	23	2621	23	2620	23	2669	23	2779	26	2776	26
Campus Saint-Jean	608	5	602	5	629	4	711	4	789	2	830	3
Education	3609	26	3659	25	3781	24	3800	22	3875	23	3804	25
Engineering	5757	24	5584	22	5576	24	5957	25	6123	26	6365	27
Extension	55	100	55	100	60	100	54	100	51	100	68	100
KSR	1091	11	1058	11	1085	10	1132	12	1125	11	1111	12
Law	537	2	561	2	577	2	572	2	580	2	579	2
Medicine & Dentistry	1653	38	1652	37	1654	37	1659	37	1649	36	1650	35
Native Studies	166	5	163	7	198	10	219	8	230	11	220	12
Nursing	1746	8	1617	8	1466	8	1404	9	1385	10	1510	12
Pharmacy	569	9	577	9	594	9	590	7	599	8	611	7
Rehabilitation Medicine	804	98	860	97	982	98	994	100	998	100	1004	100
School of Public Health	289	100	262	100	241	100	246	100	246	100	253	100
Science	7428	16	7004	15	7188	15	7466	15	7430	16	7622	17
TOTAL	**37761**	**20**	**36854**	**20**	**37326**	**20**	**38450**	**20**	**39095**	**20**	**39687**	**21**

Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2019.

1.4. Graduate Students by Citizenship

More than one-third of our graduate students are international (i.e. students on a student visa, work permit or study permit) reflecting a growth trend that has increased steadily since 2016. However, as illustrated in Table 5 shows, international students are unevenly distributed across Faculties. The proportion of international students has implications for resource support. For example, Tri-Agency awards are only available to Canadian citizens and permanent residents (who are grouped together here). The proportion of international students in most Faculties has remained stable. The sharp increase in Business since Fall 2018 can be attributed to the launch of new programs delivered in Mandarin in Shanghai and Shenzhen, China, the Master's of Financial Management and the MBA. The recent increase in the proportion of international students studying at Campus Saint-Jean is also noteworthy.

Table 5. Percentage of international students by Faculty

Program Faculty	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
ALES	49.1	51.7	51.2	52.8	50.0	50.1
Arts	32.9	32.4	33.8	33.8	36.9	37.8
Business	31.6	33.0	25.9	28.5	37.4	45.2
Campus Saint-Jean	3.5	3.2	3.7	3.5	5.3	11.5
Education	8.9	9.0	7.1	6.6	7.5	7.9
Engineering	63.0	63.7	61.3	62.2	66.1	71.2
Extension	3.6	3.6	3.3	3.7	9.8	8.8
Kinesiology, Sport, & Rec.	20.2	21.7	19.8	18.4	21.3	19.4
Law	18.2	25.0	28.6	9.1	20.0	23.1
Medicine & Dentistry	35.0	33.9	32.9	31.2	30.9	33.5
Native Studies	0.0	0.0	0.0	0.0	0.0	0.0
Nursing	15.0	16.0	20.2	18.3	18.6	19.9
Pharmacy	53.1	58.0	64.7	68.2	63.0	69.1
Public Health	12.5	11.1	10.8	10.2	11.4	15.0
Rehabilitation Medicine	3.6	3.5	2.7	3.9	3.0	3.2
Science	51.5	50.9	53.4	53.3	54.3	56.3
TOTAL	**35.1**	**34.5**	**33.7**	**34.8**	**37.0**	**39.8**

Source: Strategic Analysis and Data Warehousing –Registration Statistics as of December 1, 2019

International Students include students in the categories with a citizenship status noted as Canadian Citizen or Permanent Resident

The international graduate student population is more diverse than the undergraduate student population in terms of country of origin. FGSR has 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 with the largest numbers of citizens enrolled at the university (by headcount) from 2014 to 2019. These 15 countries represent 38.9% of the graduate student headcount for Fall 2019.

While the positions of the countries on this list have varied over time, China, India and Iran have occupied the top three spots for over a decade. The size of our Chinese and Indian student populations continues to trend upward; notably, the number of Iranian students also increased markedly in the past year, after trending downward between 2014 and 2018.

Table 6. Top 15 source countries by student citizenship

	Country of Citizenship	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of total
	Canada	4,087	3,966	4,237	4,336	4,356	4,321	52.5%
1	China	1,021	963	922	973	1,141	1,225	14.9%
2	India	308	287	302	325	405	488	5.9%
3	Iran	477	445	428	397	402	458	5.6%
4	United States	169	156	150	165	161	161	2.0%
5	Bangladesh	137	105	105	113	139	177	2.2%
6	Brazil	58	71	75	92	103	100	1.2%
7	Pakistan	86	74	78	88	98	100	1.2%
8	Mexico	49	51	62	79	91	98	1.2%
9	Nigeria	79	68	73	70	76	88	1.1%
10	Egypt	79	62	62	65	67	79	1.0%
11	Colombia	47	45	50	58	50	48	0.6%
12	Korea, South	43	41	51	50	46	47	0.6%
13	Ghana	43	45	49	44	41	46	0.6%
14	Germany	51	35	36	35	43	35	0.4%
15	Vietnam	26	23	29	31	39	33	0.4%

Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2019

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 the Fulbright Program. Support normally includes tuition, associated fees, and living expenses for the duration of the student's degree program. Sponsored student numbers vary from year to year, mainly as a result of factors beyond our control, such as political changes in students' home countries and changes in diplomatic relationships between Canada and those nations. The Sponsored Student Program is administered by the University of Alberta International (UAI) Office.

Sponsored students come to UAlberta from 42 different countries, the most common of which are listed in sequence in Table 7. As of Winter 2020, 304 sponsored graduate students are registered at the University of Alberta, which account for 9.5% of our international student enrolment.[2]

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 of study for those top Chinese students aspiring to earn doctoral degrees from the University of Alberta. These scholarships can be held by Chinese graduate students in any field 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 are held for three to 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	2019-20
China	29	39	27	49	30	29	32	38	37
Saudi Arabia	18	24	13	18	11	16	10	1	0
Mexico	4	9	4	6	14	11	24	16	8
Libya	0	3	5	10	7	2	2	4	2
Columbia	3	2	3	4	6	4	4	4	2
Brazil	2	3	1	9	6	0	5	1	0
Vietnam	8	4	5	2	4	0	1	1	0
Chile	6	2	1	0	0	3	2	2	3
Pakistan	4	2	0	0	0	4	0	4	0
Kazakhstan	1	3	2	0	0	1	4	2	4
Other	10	10	10	9	17	18	20	21	22
TOTAL	**85**	**101**	**71**	**107**	**95**	**88**	**104**	**94**	**78**

Source: University of Alberta International - Sponsored Student Program. Compiled by Nicole Dewart– accessed February 6, 2020.

Notes: 1) Each academic year indicates the number of new sponsored students from that country, as of the Winter semester.

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[2] There are 3190 international students registered in the Winter 2020 term.

1.6. Enrolment by Gender

Table 8 and Figures 9 to 11 illustrate enrolment by gender in various categories of graduate programs.[3] As in previous years, women outnumber men overall in graduate studies.

Table 8. Fall term graduate enrolment by gender.

Total	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total
Female	3692	3840	3945	3977	3967	3828	3999	4021	4174	4342	52.8
Male	3654	3634	3653	3687	3605	3376	3457	3640	3788	3867	47.0
Another								7	9	10	0.1
Not Disclosed										6	0.1

Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2019.

These general figures, however, obscure a more complex picture. As Figure 9 shows, men consistently account for a higher percentage of UAlberta doctoral students than women. The percentage of doctoral students who are female currently stands at 45.6% (or 1.19 males for every female). This is nearly identical to last year's ratio of women to men, which was 45.7%. It is, however, slightly lower than the national figures reported by U15 universities in 2018-19, when females comprised 47% of full-time doctoral enrolments.[4]

Figure 9. Doctoral enrolment by gender.
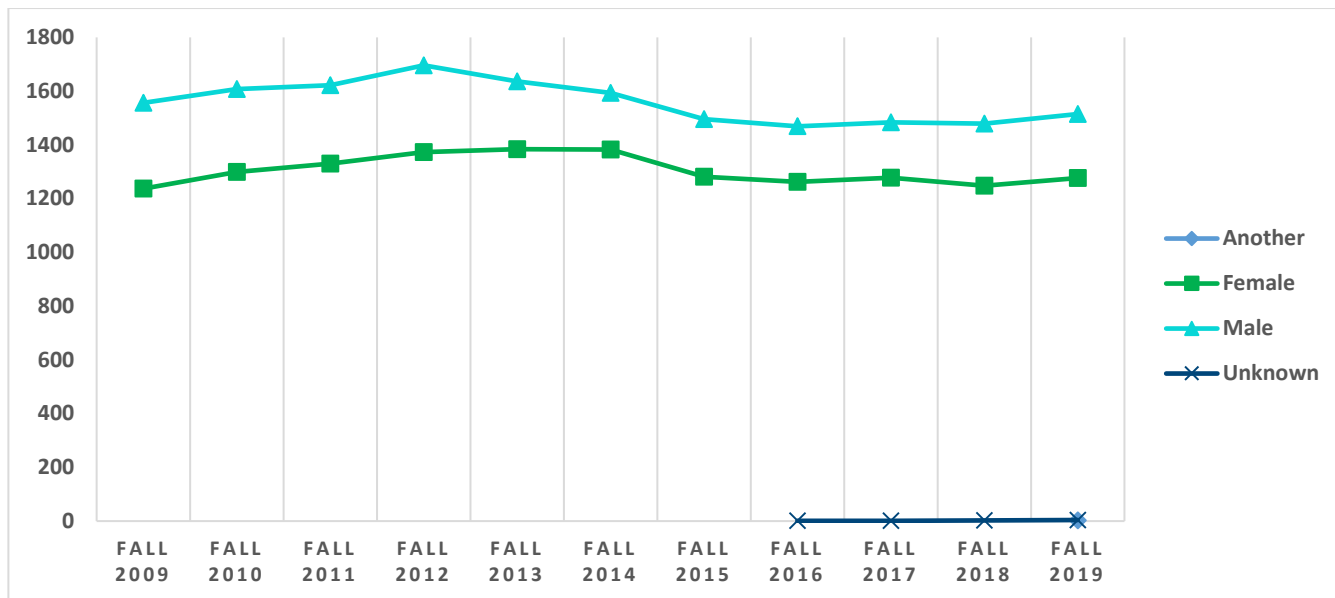
Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2019.

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[3] Note that graduate admissions software implemented in 2017 allows applicants to self-identify as male or female, or to choose not to disclose. In 2018-19, ten students self-identified as another gender, and six students did not disclose a gender. Over time, this change in practice will allow us to reflect our students' gender diversity with more nuance.

[4] Source: Acorn - Institutional Data Warehouse. Note that the proportions are calculated at the U15 level (rather than at the national level).

Among thesis-based Master's programs, the figures indicate near gender parity, with women accounting for 48.3% of enrolments (see Figure 10). Interestingly, more than 60% of all enrolments in course-based Master's programs are women (see Figure 11).

The University of Alberta data appear to be broadly in line with national figures reported by the U15 Institutions. The U15 figures, which do not differentiate between course-based and thesis-based Master's programs, reveal that women comprised 56.4% of full-time Master's enrolments at U15 institutions in 2018-19.[5]

Figure 10. Thesis-based Master's enrolment by gender.
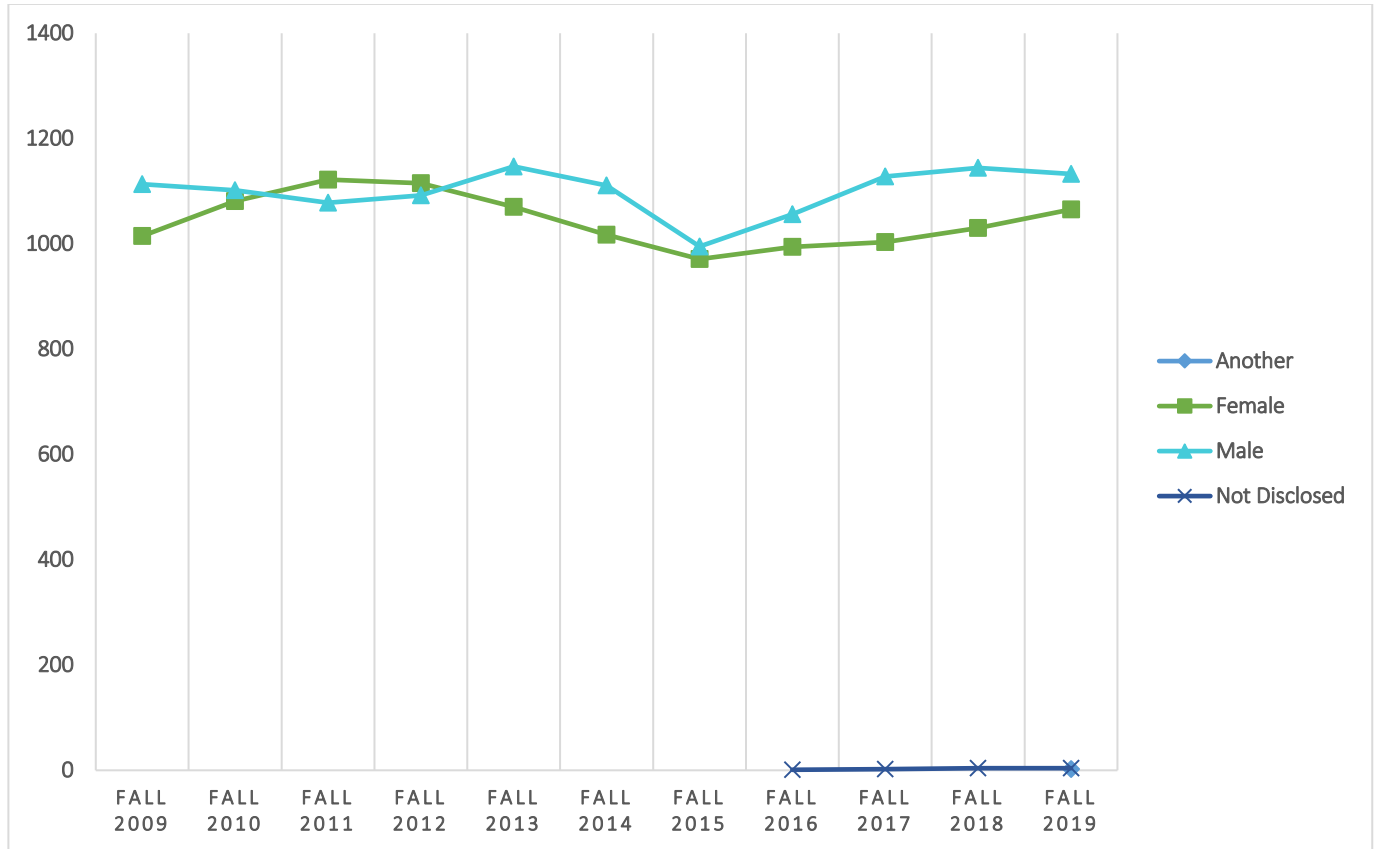
Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2019.

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[5] Source: Acorn - Institutional Data Warehouse.
Please note the proportions are calculated at the U15 level (rather than at the national level).

Graduate Student Enrolment Report, 2019-20

Figure 11. Course-based Master's enrolment by gender.
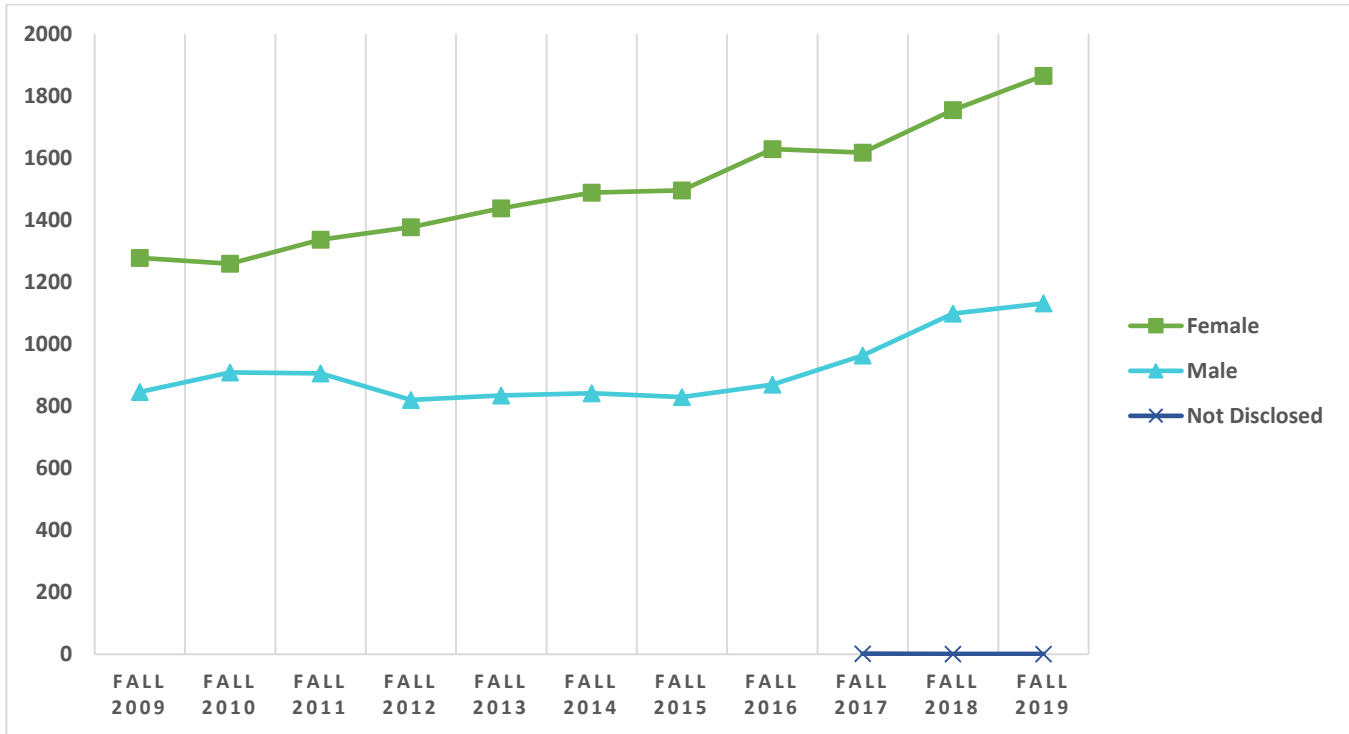
Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2019.

1.7. Indigenous Student Enrolment

It is exciting to report an all-time high (N = 206) in the number of students registered in our graduate programs who are self-declared as First Nations, Métis or Inuit (see Figure 11).[6] This figure represents 2.5% of the overall graduate student population this year. Interestingly, those programs with the highest Indigenous graduate student enrolments across Canada are in course-based professional Master's programs.

Figure 12. First Nations, Métis and Inuit student enrolment
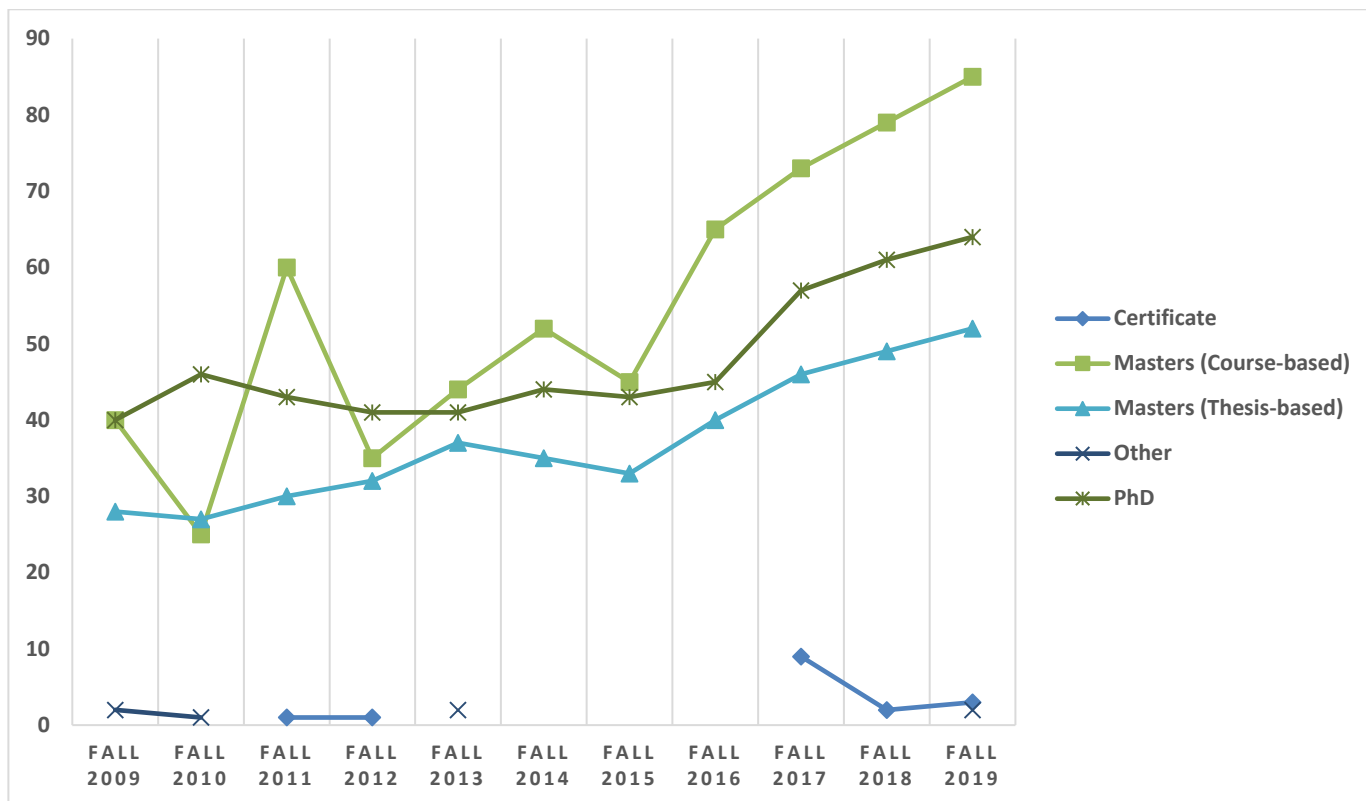
Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2019.

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

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[6] Student enrolment records are maintained in Campus Solutions, and students are able to self-identify as First Nations, Métis or Inuit.

The distribution of Indigenous students from within Canada is varied across faculties at the University of Alberta. Table 9 highlights those faculties with the highest frequencies of Indigenous graduate student enrolments.

Table 9. First Nations, Métis and Inuit student enrolment by Faculty, Fall 2019

Program Faculty	PhD	Master's Thesis	Master's Course	Other Grad Students
ALES	*	5		
Arts	16	13	*	
Business	*		6	
Education	23	*	40	
Engineering		7	*	
Native Studies	13	5		
Public Health	*	5	8	*
Rehabilitation Medicine	*		24	
Science	*	9		
All Other Faculties	6	4	4	*

*Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2019. Note: For protection of privacy, all numbers under 5 are reported as * and no totals are provided.*

2. Applications and Admissions

In 2019 - 2020, the University of Alberta received 14,296 graduate student applications, which is down slightly from the all-time high of 14529 recorded in the previous year (see Figure 13).

When considering these figures, it is important to note that since 2017-18, FGSR has tracked substantially more applications to UAlberta graduate programs than we did prior to that time. This is partly due to the new graduate admissions system implemented as part of the Graduate Studies Management Solution (GSMS). Previously, departments would sometimes pre-screen applicants and those applications that were not recommended for admission were not forwarded to FGSR for processing. Migration to the new system allows the university to better understand the true demand for our programs, which is a key measure for our quality assurance processes. All applications processed in the new system are included in this analysis.

2.1. Graduate Admissions

Figure 13 illustrates 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 13. Total number of applications and admissions to graduate programs
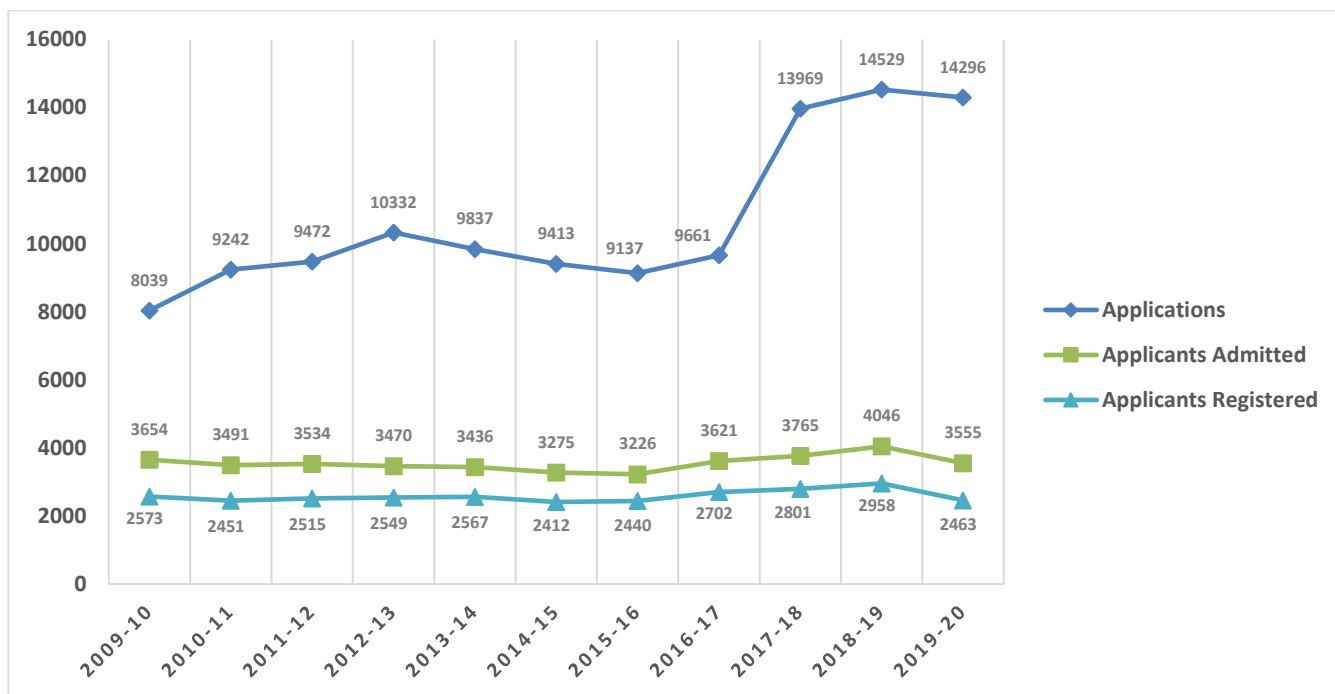
Source: FGSR Internal Script with data extracted from PeopleSoft Campus Solutions as of February 1, 2020
Note: 2019-20 figures don't yet include the Spring and Summer terms applications, offers or registrations.

Unlike the vast majority of undergraduate students, approximately 30% of graduate students do not start in the Fall term[7]. In Figures 14 to 16, we have presented provisional 2019-20 numbers based on figures currently available in PeopleSoft Campus Solutions.

Overall, the yield rate has decreased from 73.1% in 2018-19 to 69.3% in 2019-20. (Note, however, that 2019-20 figures don't yet include the Spring and Summer terms.) Domestic graduate applications (i.e. from Canadian citizens and permanent residents) decreased in 2019-20, as shown in Figure 14. Both of these trends merit further consideration.

Figure 14. Domestic graduate students applications and admissions
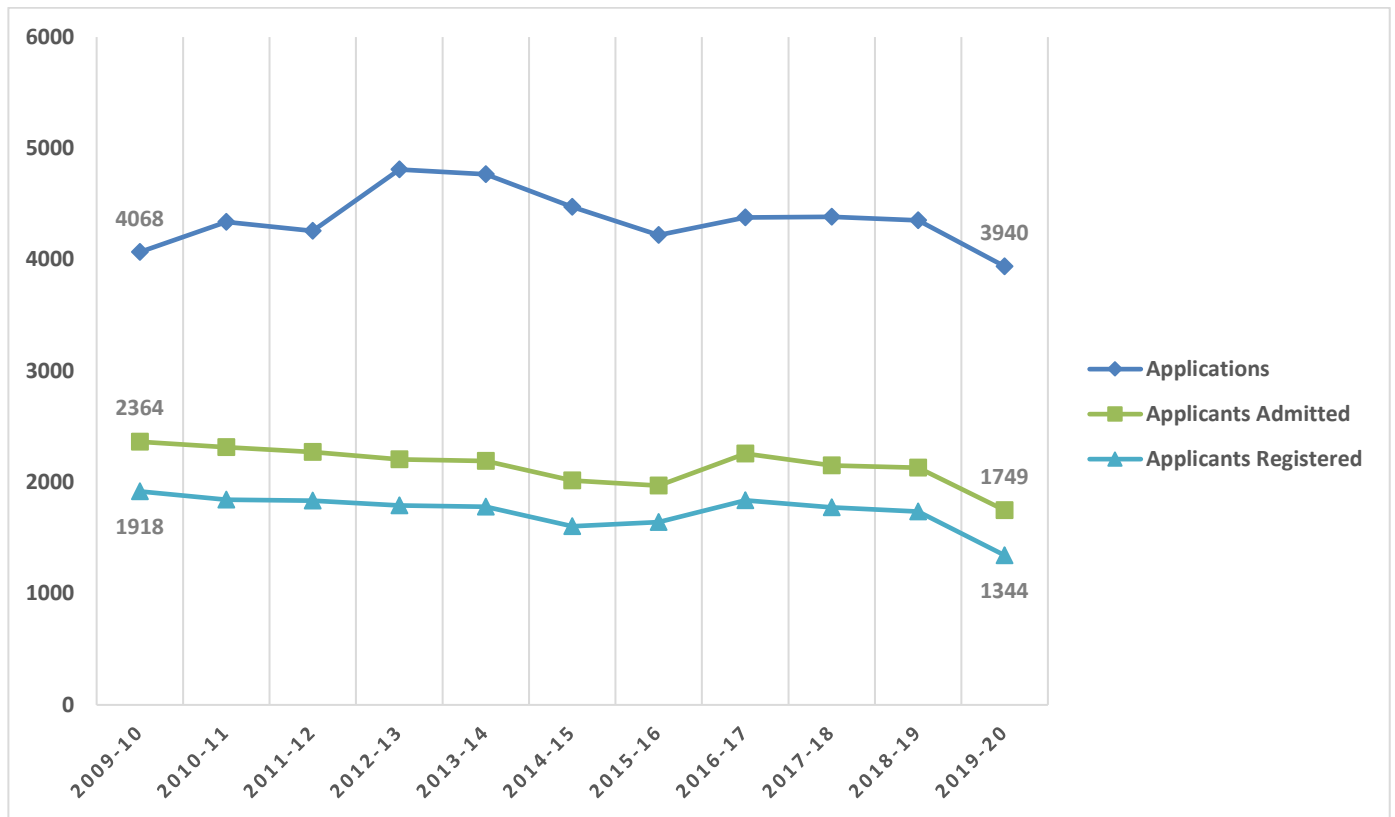
Source: FGSR internal script with data extracted from PeopleSoft Campus Solutions database as of February 1, 2020

Note: 2019-20 figures don't yet include the Spring and Summer terms applications, offers or registrations.

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[7] Based on 2018-19 newly admitted students per term.

International applicants (i.e. students attending the university on a study/work visa) comprise 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 ten years, reaching their highest-ever level in 2019-20 (see Figure 15). Since admission rates remain relatively constant, this graph suggests that our programs are increasing in demand. As can also be seen in the graph, this increase has not translated into a proportional increase in offers of admission or enrolments. The yield rate has decreased from 63% the previous year to 62% in 2019-20.

Figure 15. International graduate student applications and admissions
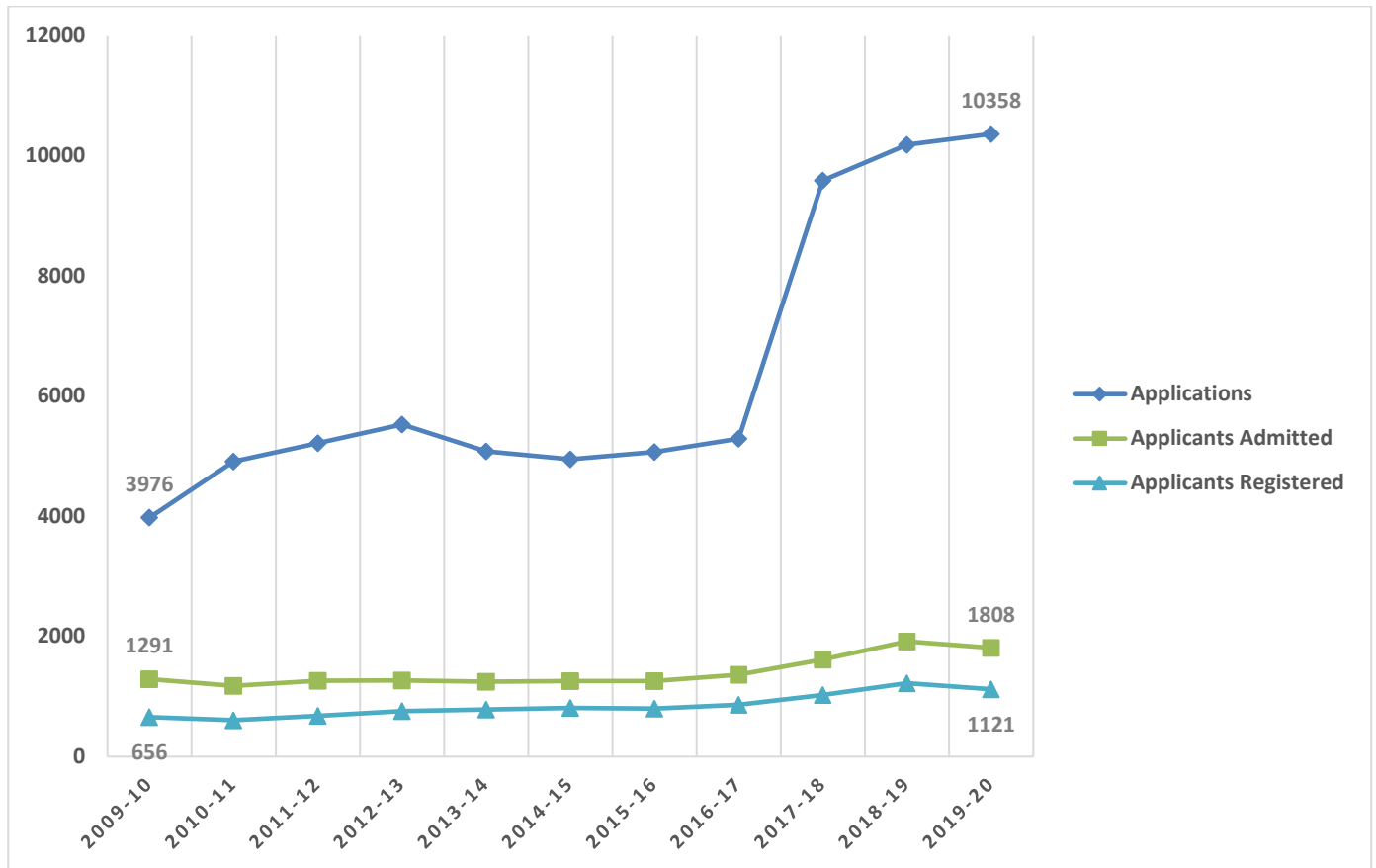
Source: FGSR Internal Script with Data Extracted From PeopleSoft Campus Solutions as of February 1, 2020

Note: 2019-20 figures don't yet include the Spring and Summer terms applications, offers or registrations.

For Indigenous students from within Canada, the gap between applications and admissions (Figure 16) is smaller than among non-Indigenous students: 68% of Indigenous applicants from within Canada are admitted, as opposed to 25% overall. This suggests that our pool of Indigenous applicants from within Canada is well-qualified. Although the pool is still small and numbers fluctuate from year to year, the broadly positive 10-year trend in both 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 16. First Nations, Métis and Inuit student applications and admissions.
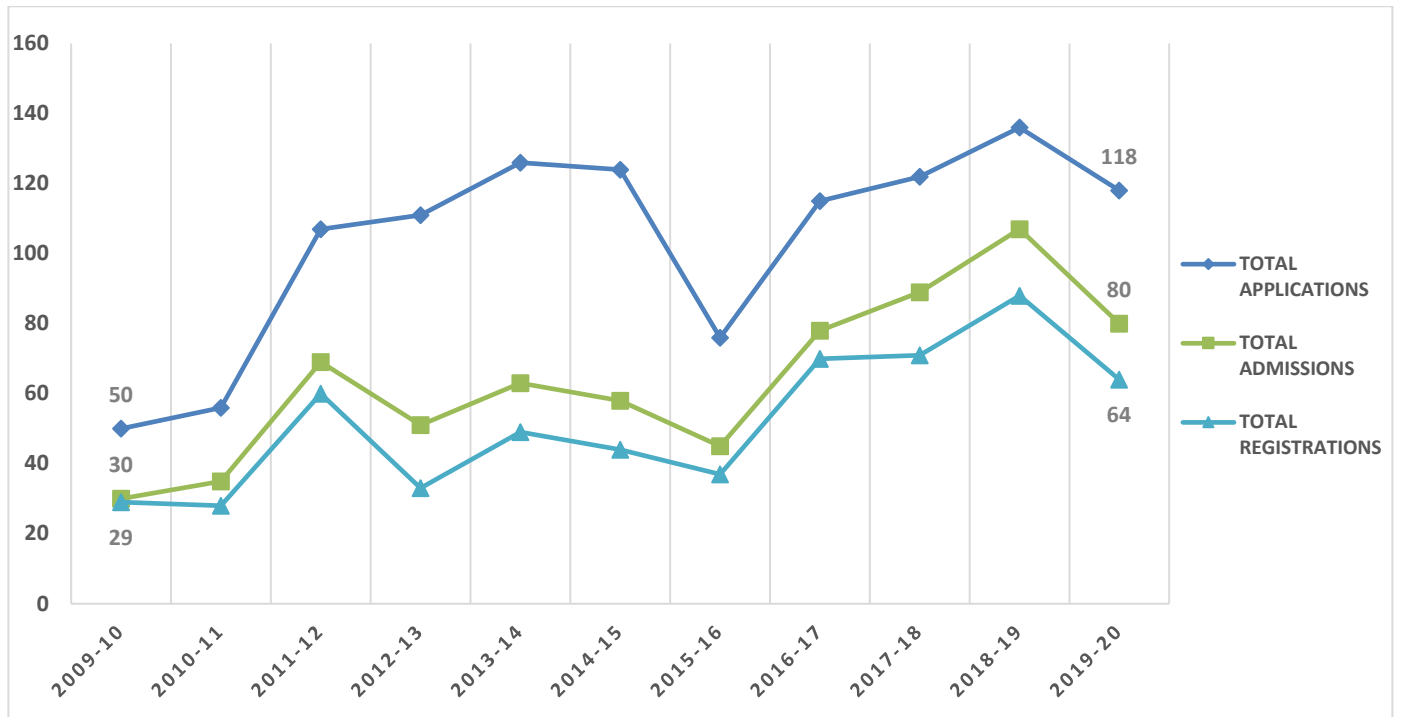
Source: FGSR Internal Script with Data extracted from PeopleSoft Campus Solutions as of February 1, 2020

2.2. Admissions Grade Point Average

The admissions grade point average (AGPA)[8] 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. These figures illustrate consistently high entry AGPAs over the last decade. It is notable that this year, these averages have reached their highest levels of the decade in all three program categories.

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-Master's certificate and graduate certificate programs are not included.

Table 10. Doctoral average AGPA.

	Average AGPA	Applicants Admitted	Applicants Registered	Percentage Yield
2009-10	3.7	838	562	67%
2010-11	3.71	784	535	68%
2011-12	3.68	783	521	67%
2012-13	3.67	795	544	68%
2013-14	3.65	673	477	71%
2014-15	3.65	680	470	69%
2015-16	3.66	640	470	73%
2016-17	3.69	624	442	71%
2017-18	3.67	676	489	72%
2018-19	3.67	687	489	71%
2019-20	3.71	706	497	70%

Source: FGSR Internal Script with data from PeopleSoft Campus solutions as of February 1, 2020

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

	Average AGPA	Applicants Admitted	Applicants Registered	Percentage Yield
2008-09	3.57	1061	735	62%
2009-10	3.6	1144	815	71%
2010-11	3.59	999	705	71%
2011-12	3.6	1042	747	72%
2012-13	3.59	1071	787	73%
2013-14	3.59	1036	763	74%
2014-15	3.61	1028	758	74%
2015-16	3.6	1017	770	76%
2016-17	3.59	1090	846	78%
2017-18	3.62	1074	821	76%
2018-19	3.62	1082	826	76%
2019-20	3.64	1024	747	73%

Source: FGSR Internal Script with data extracted from PeopleSoft Campus Solutions as of February 1, 2020

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[8] The Admission Grade Point Average (AGPA) is calculated from the grades on the most recent 60 course credits taken by the applicant. The AGPAs of the applicants who were not admitted are unknown to FGSR.

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

	Average AGPA	Applicants Admitted	Applicants Registered	Percentage Yield
2008-09	3.46	1233	899	73%
2009-10	3.51	1459	1033	71%
2010-11	3.54	1489	1046	70%
2011-12	3.49	1519	1113	73%
2012-13	3.5	1320	984	75%
2013-14	3.48	1464	1120	77%
2014-15	3.53	1298	977	75%
2015-16	3.54	1315	994	76%
2016-17	3.51	1613	1190	74%
2017-18	3.53	1687	1238	73%
2018-19	3.56	1921	1381	72%
2019-20	3.58	1559	998	64%

Source: FGSR Internal Script extracted with data from PeopleSoft Campus Solutions as of February 1, 2020

3. Convocation

This section provides information on graduate degrees by graduating cohort, which includes all individuals who graduate in a given calendar year.

Note that the parameters for convocation numbers are reported by calendar year; therefore the numbers cannot be precisely correlated with admissions numbers, which are based on the academic year. This provides the most accurate picture of completion times based on the information available to us.

3.1. Graduate Degrees Granted

The University of Alberta convocated a record number of students in 2019 in comparison to the previous ten years. Though the numbers of convocants from all three major program categories reached their highest levels this year, the increase is led by those convocating from thesis-based Master's and doctoral programs.

Figure 17. Convocants by degree.
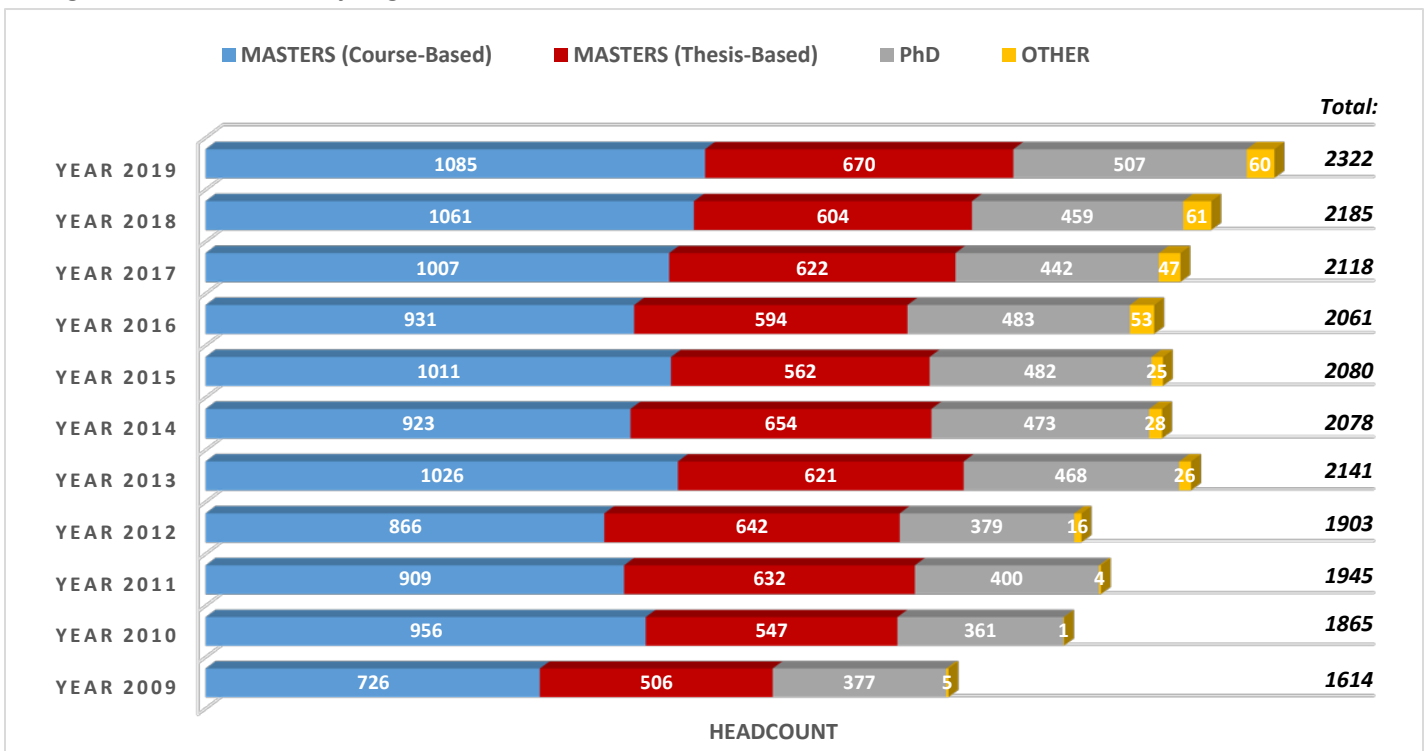
	MASTERS (Course-Based)	MASTERS (Thesis-Based)	PhD	OTHER	Total:
YEAR 2019	1085	670	507	60	2322
YEAR 2018	1061	604	459	61	2185
YEAR 2017	1007	622	442	47	2118
YEAR 2016	931	594	483	53	2061
YEAR 2015	1011	562	482	25	2080
YEAR 2014	923	654	473	28	2078
YEAR 2013	1026	621	468	26	2141
YEAR 2012	866	642	379	16	1903
YEAR 2011	909	632	400	4	1945
YEAR 2010	956	547	361	1	1865
YEAR 2009	726	506	377	5	1614

HEADCOUNT

Source: FGSR Internal Script with Data extracted from PeopleSoft campus Solutions as of February 1, 2020

3.2. Completion Times

The key metrics of program success include completion rates, completion times, and quality of experience. At times, however, these metrics may stand in tension with each other. For instance, since fall 2016, graduate students who are pursuing internships or similar opportunities (which may enhance quality of their student experience) have had the option to take professional leaves (which adds time to completion). Other leave types including medical, maternity, parental and compassionate, have similar effects on program length.

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

Completion times for course-based Master's programs are generally shorter than for Thesis-based Master's programs (see Table 13), possibly because they have a higher proportion of international students, who consistently take less time to complete their programs (see Table 14).

Note that figures appearing here differ from those reported in previous enrolment reports. In 2020, the methodology used to calculate completion times was revised. The new calculation is more accurate in that it measures individual students' completion time from the admission term (date of first term of attendance) to the end date of the completion term listed on the student's transcript (instead of convocation date).

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

Convocation Year	PhD	Thesis-based Master's	Course-based Master's
2009	5.68	2.86	2.49
2010	5.95	2.80	2.34
2011	5.69	2.72	2.25
2012	5.69	2.75	2.32
2013	5.65	2.70	2.31
2014	5.54	2.72	2.25
2015	5.67	2.68	2.26
2016	5.65	2.74	2.30
2017	5.63	2.74	2.34
2018	5.61	2.68	2.19
2019	5.66	2.62	2.27

Source: FGSR internal script using data extracted from PeopleSoft Campus Solutions as of February 1, 2020

As shown in Table 14, international graduate students consistently complete their degrees in less time than do domestic students year over year, in every type of degree program.

Table 14. Average completion times in years by citizenship.

Convocation Year	PhD		Masters (Thesis-Based)		Masters (Course-Based)	
	Domestic	International	Domestic	International	Domestic	International
2009	5.75	4.88	2.94	2.57	2.53	2.03
2010	6.01	5.34	2.86	2.56	2.37	1.92
2011	5.77	4.98	2.82	2.45	2.36	1.75
2012	5.84	4.8	2.85	2.50	2.46	1.72
2013	5.80	4.99	2.87	2.39	2.45	1.66
2014	5.78	4.83	2.87	2.45	2.37	1.60
2015	5.89	5.02	2.90	2.40	2.41	1.62
2016	5.92	5.02	2.88	2.49	2.49	1.63
2017	6.01	4.98	2.84	2.58	2.53	1.64
2018	5.93	5.14	2.75	2.58	2.39	1.51
2019	6.12	5.08	2.75	2.43	2.45	1.66

Source: FGSR internal script with data extracted from PeopleSoft campus solutions as of February 1, 2020

While the absolute number of students taking leaves appears to be increasing, it is, in fact, proportionate to the overall growth in enrolment. Simply stated, the number of students on leave has remained relatively stable over the past ten years.

In instances where students may be dealing with extenuating or unanticipated circumstances beyond their control, leaves of absence are an important administrative option that transparently and equitably supports students towards successful completion. This means that when they cannot work on their research, their time in program will not continue to advance.

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

Convocation Year	PhD		Masters (Thesis-Based)		Masters (Course-based)	
	Average LOA	Students on LOA	Average LOA	Students on LOA	Average LOA	Students on LOA
2009	0.62	19	0.90	13	0.88	19
2010	0.71	21	0.67	14	0.86	19
2011	0.67	30	0.58	14	0.85	13
2012	0.55	25	0.52	14	0.86	22
2013	0.79	31	0.69	13	0.78	18
2014	0.74	33	0.85	26	0.87	21
2015	0.67	39	0.55	19	0.99	24
2016	0.78	49	0.70	20	0.98	32
2017	0.82	44	0.67	24	0.99	25
2018	0.79	43	0.80	29	0.79	17
2019	0.81	55	0.49	31	0.93	19

Source: FGSR Internal Script with Data extracted from PeopleSoft Campus Solutions as of February 1, 2020

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	51	0.80	48	0.56	3
2010	0.75	54	0.76	51	0.67	3
2011	0.69	57	0.69	56	0.67	1
2012	0.65	61	0.69	54	0.38	7
2013	0.77	62	0.78	55	0.64	7
2014	0.81	80	0.84	65	0.66	15
2015	0.74	82	0.77	69	0.56	13
2016	0.85	101	0.90	82	0.61	19
2017	0.83	93	0.91	73	0.57	20
2018	0.81	89	0.85	65	0.70	24
2019	0.74	105	0.78	83	0.60	22

Source: FGSR Internal Script with Data extracted from PeopleSoft Campus Solutions as of February 1, 2020

It is also important to note that completion time is a complex matter that is difficult to capture by a single measure. While the average time to completion is a means to track overall performance, for example, it tends to obscure information about the variability and range of completion patterns. Figure 18 illustrates the distribution of completion times for 2019 convocants, in an effort to bring more clarity to the issue.

Not surprisingly, the trend is for the majority of Master's students to finish quickly; the curve, however, includes a long tail reflecting relatively small numbers of students whose longer completion times tend to skew the average upward (Figure 18). The PhD pattern is much flatter and illustrates the fact that while substantial numbers of international students go beyond the six-year time limit for their program, this is far less often the case than with domestic students (compare Figure 19 with Figure 20).

Figure 18. Completion Distribution by Degree - 2019
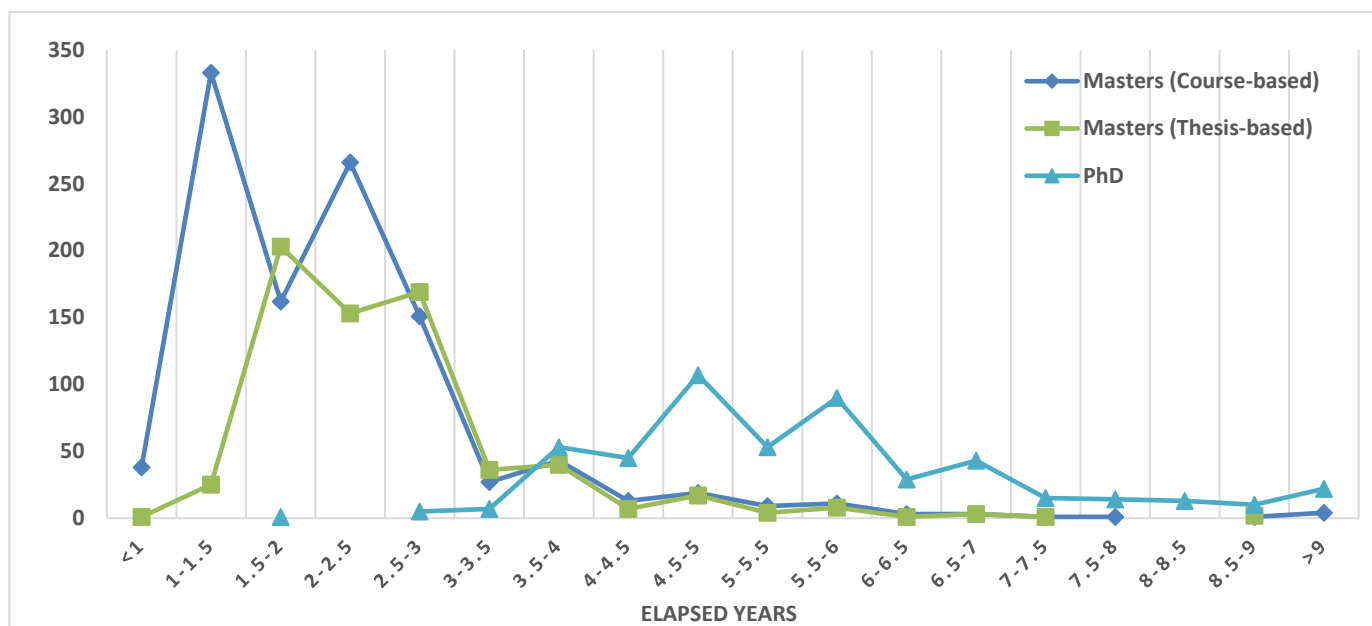
Source: FGSR Internal Script with data extracted from PeopleSoft campus solutions as of February 1, 2020

Figure 19. Domestic Completion Distribution by Degree - 2019
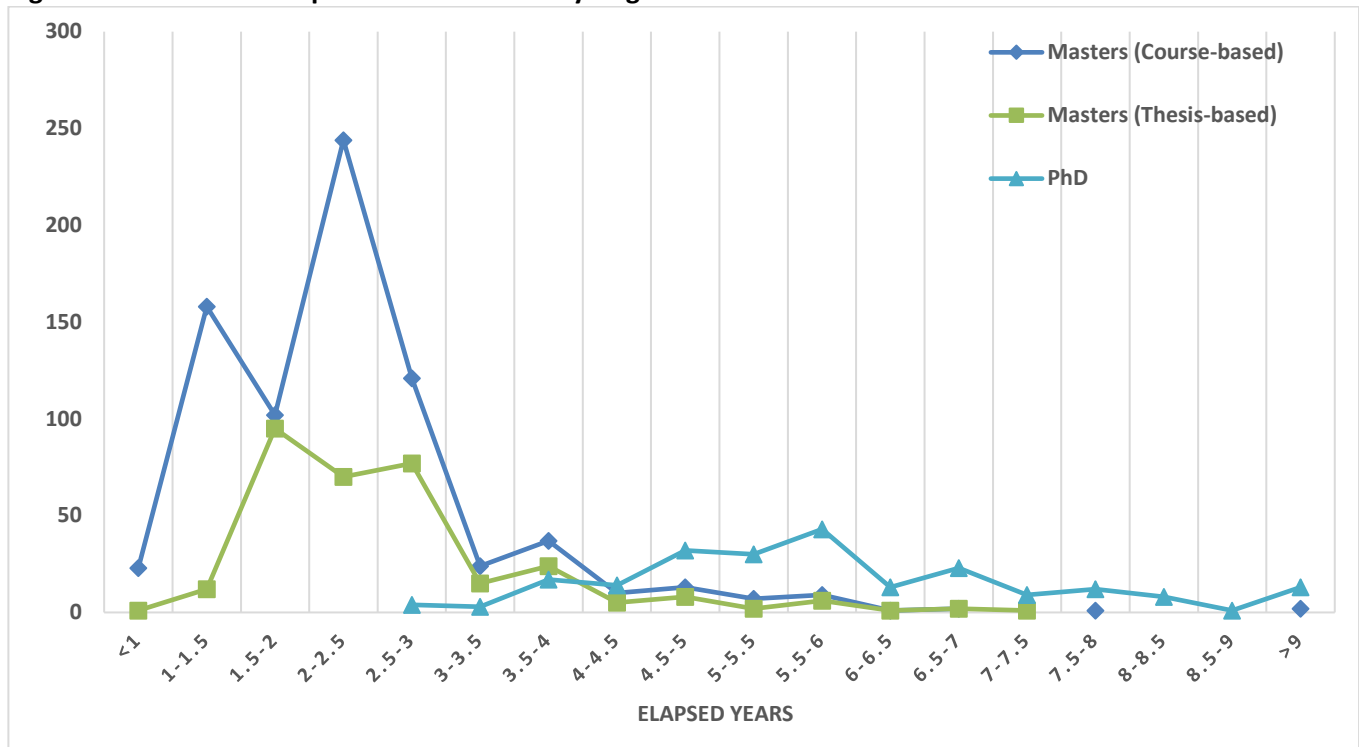
Source: FGSR Internal Script using data extracted from PeopleSoft Campus Solutions as of February 1, 2020.
Notes: 1) The figure represents the distribution of time to completion in elapsed years, including time taken on leaves of absences;
2) domestic = Canadian citizens and permanent residents of Canada.

Figure 20. International Completion Distribution by Degree – 2019
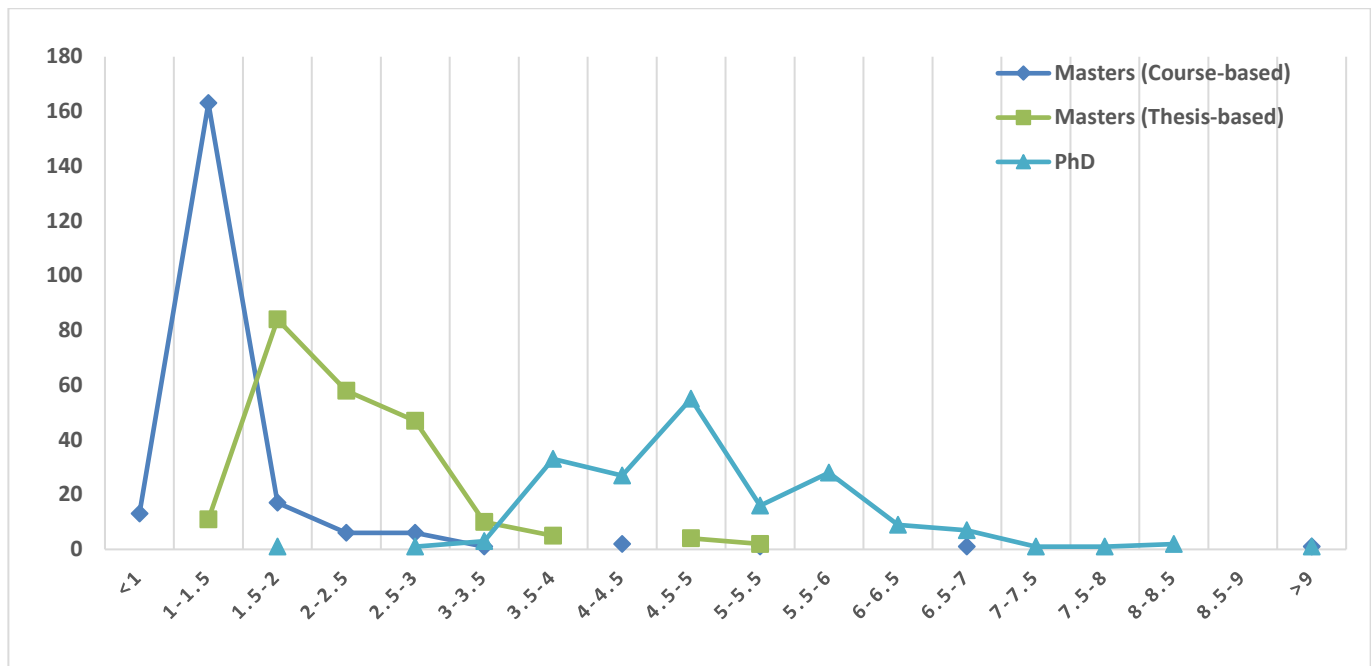
Source: FGSR Internal script using data extracted from PeopleSoft Campus Solutions as of February 1, 2020.
Notes: 1) The figure represents the distribution of time to completion in elapsed years, including time taken on leaves of absences;
2) international = students attending the university on a study/work 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 at 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 are reported here.

Doctoral attrition remains an area of concern, and improvement is a goal. However, it is encouraging to note that since 1999, the attrition rates have steadily decreased. More recent figures, while still in flux, give reason for optimism.

Table 17. Doctoral attrition and completion rates.

Year	Applicants Registered	Completed	Still Active	Program Not Completed	Attrition Rate	Completion Rate
1999-2000	449	328	0	121	26.95	73.05
2000-2001	386	293	0	93	24.09	75.91
2001-2002	437	340	0	97	22.2	77.8
2002-2003	480	386	0	94	19.58	80.42
2003-2004	479	403	0	76	15.87	84.13
2004-2005	469	361	0	108	23.03	76.97
2005-2006	464	371	0	93	20.04	79.96
2006-2007	503	401	0	102	20.28	79.72
2007-2008	520	422	4	94	18.08	81.78
2008-2009	537	463	0	74	13.78	86.22
2009-2010	589	497	6	86	14.6	85.25
2010-2011	579	473	22	84	14.51	84.92
2011-2012	551	423	45	83	15.06	83.6
2012-2013	592	409	82	101	17.06	80.2
2013-2014	538	328	146	64	11.9	83.67
2014-2015	540	213	266	61	N/A	N/A
2015-2016	547	64	412	71	N/A	N/A
2016-2017	531	15	474	42	N/A	N/A
2017-2018	543	5	498	40	N/A	N/A
2018-2019	508	5	488	15	N/A	N/A
2019-2020*	500	-	498	2	N/A	N/A

Source: Extracted from PeopleSoft; internal script, as of February 1, 2020.
Note: figures are calculated taking into account the student's program at the term 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).
*2019-2020 includes numbers for all 4 terms, but is incomplete as it doesn't show the full picture (late registrations, or late admitted for Spring and Summer terms).

In general, Master's completion rates remain between 84% and 91% (see Tables 18 and 19), and both Thesis-based and Course-based completion rates are trending upward.

Note that 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	556	473	0	83	14.93	85.07
2000-2001	525	463	0	62	11.81	88.19
2001-2002	564	484	0	80	14.18	85.82
2002-2003	636	553	0	83	13.05	86.95
2003-2004	618	534	0	84	13.59	86.41
2004-2005	593	510	0	83	14	86
2005-2006	572	486	0	86	15.03	84.97
2006-2007	576	494	0	82	14.24	85.76
2007-2008	633	536	0	97	15.32	84.68
2008-2009	664	584	0	80	12.05	87.95
2009-2010	759	687	0	72	9.49	90.51
2010-2011	637	574	1	62	9.73	90.25
2011-2012	693	616	3	74	10.68	89.28
2012-2013	695	616	3	76	10.94	89.02
2013-2014	666	585	11	70	10.51	89.31
2014-2015	649	560	31	58	8.94	90.61
2015-2016	677	572	47	58	8.57	90.79
2016-2017	758	515	191	52	6.86	90.83
2017-2018	769	202	520	47	NA	NA
2018-2019	809	7	783	19	NA	NA
2019-2020*	747	-	746	1	NA	NA

Source: Extracted from PeopleSoft; internal script, as of February 1, 2020.
Notes: (1) figures are calculated taking into account the student's program at the term of admission; (2) excludes students in other program categories (qualifying and visiting students, and those registered in post-baccalaureate certificates or postgraduate diplomas).
*2019-2020 includes numbers for all 4 terms, but is incomplete as it doesn't show the full picture (late registrations, or late admitted for Spring and Summer terms).

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	543	453	0	90	16.57	83.43
2000-2001	518	461	0	57	11	89
2001-2002	540	474	0	66	12.22	87.78
2002-2003	622	543	0	79	12.7	87.3
2003-2004	737	633	0	104	14.11	85.89
2004-2005	714	644	0	70	9.8	90.2
2005-2006	670	599	0	71	10.6	89.4
2006-2007	739	646	0	93	12.58	87.42
2007-2008	879	781	0	98	11.15	88.85
2008-2009	909	813	0	96	10.56	89.44
2009-2010	1045	925	0	120	11.48	88.52
2010-2011	1062	955	1	106	9.98	90.01
2011-2012	1119	1023	2	94	8.4	91.58
2012-2013	1019	918	3	98	9.62	90.35
2013-2014	1153	1039	13	101	8.76	91.14
2014-2015	1014	924	24	66	6.51	93.33
2015-2016	1014	890	58	66	6.51	93.1
2016-2017	1193	853	261	79	6.62	91.52
2017-2018	1233	497	661	75	NA	NA
2018-2019	1382	35	1314	33	NA	NA
2019-2020*	993	-	990	3	NA	NA

Source: Extracted from PeopleSoft; internal script, accessed February 1, 2020.

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

*2019-2020 includes numbers for all 4 terms, but is incomplete as it doesn't show the full picture (late registrations, or late admitted for Spring and Summer terms).

4. Closing Remarks

The data presented in this report illustrate some interesting trends affecting graduate education at the University of Alberta. Some of these are encouraging and indicate that our graduate programs remain in demand for certain key student demographics. Other trends highlight the importance of further enhancing the graduate student experience and facilitating student success.

While these figures will fluctuate in the coming years due to anticipated changes from both external (e.g. the provincial government) and internal (e.g. a new Presidential appointment, institutional strategic plan) factors, FGSR will use them to help inform a variety of strategic initiatives including:

- *Enhancing the Indigenous student experience*. A SAGE (Supporting Aboriginal Graduate Enhancement) pod will be housed in Triffo Hall beginning in Spring 2020. The pod, a joint project of FGSR and the Office of the Vice-Provost (Indigenous Programming and Research), will provide support for Indigenous graduate students. This should help to support the upward trend in Indigenous graduate student enrolment and success.

- *Enhancing Graduate Student Success.* FGSR is revising our institutional graduate program regulations with the aim of bringing clarity to program structure, milestones, and administration so that students and supervisors have ready access to the information needed to successfully complete programs in a timely manner. We anticipate that current initiatives to improve the administrative process, and clarify policies such as leaves of absence categories, which will make positive contributions that will be reflected in these metrics.

- *Guaranteeing international student tuition rates*. In keeping with recent provincial legislation, the University will provide international students admitted in Fall 2020 and beyond with a guaranteed annual tuition rate over a fixed period of time. Given that registrations beyond the period of the guarantee are likely to be assessed at higher rates, we expect that this will incentivize international graduate students to move through their programs within the initial time frame of the tuition guarantee.

Moving forward, it will be useful to compare year-over-year trends in these data to better understand if and how institutional changes (e.g. the implementation of international tuition guarantees, the introduction of performance-based metrics, and tuition increases) may affect both domestic and international admissions and enrolment.

For additional information on these figures, and for insights into the steps that FGSR and other campus units are taking to address them, please contact the Dean's Office at graddean@ualberta.ca.

5. Appendix

Table 20. Graduate enrolment by degree type

Degree	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PhD	2794	2907	2952	3069	3020	2975	2777	2732	2763	2730	2798
Thesis- based Master's	2128	2183	2200	2207	2217	2128	1966	2051	2133	2178	2204
Course -based Master's	2124	2167	2242	2197	2272	2329	2325	2498	2582	2853	2997
Certificate	2	16	15	35	50	23	50	69	123	109	115
Other	103	73	65	90	105	117	86	108	67	101	111
Total	**7151**	**7346**	**7474**	**7598**	**7664**	**7572**	**7204**	**7458**	**7668**	**7971**	**8225**

Source: Strategic Analysis and Data Warehousing –registration statistics as of December 1, 2019.
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

	2008 -09	2009 -10	2010 -11	2011 -12	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17	2017 -18	2018 -19	2019 -20*
Applications	4231	4063	4333	4255	4808	4761	4466	4070	4372	4383	4351	3911
Applicants Admitted	2377	2363	2314	2273	2204	2190	2015	1970	2257	2151	2129	1747
Applicants Registered	1872	1917	1844	1834	1793	1781	1604	1642	1838	1775	1736	1342

Source: FGSR Internal script; data extracted from PeopleSoft Campus Solutions as of February 1, 2020.
*Provisional academic year figures (Sept to Aug) for 2019-2020, extracted from Campus Solution on February 1, 2020.

Figure 21. Domestic Graduate Admissions
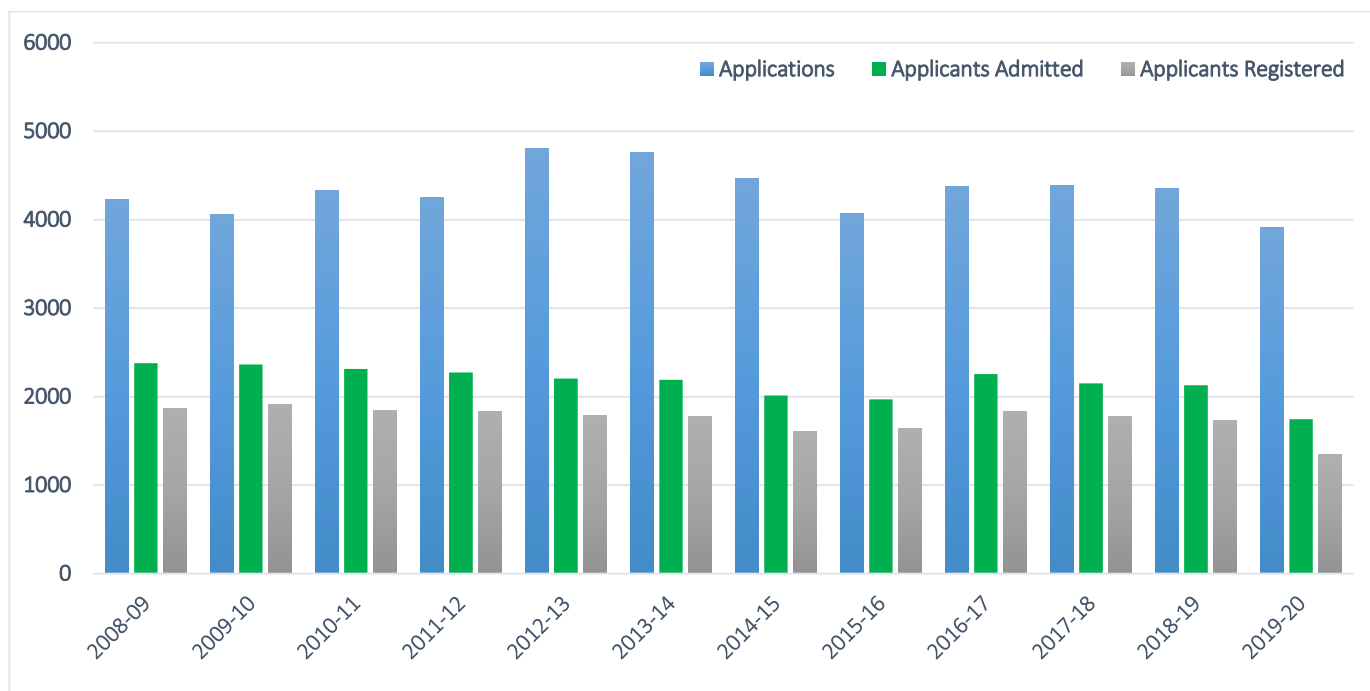
Source: FGSR Internal script; data extracted from PeopleSoft Campus Solutions as of February 1, 2020.
Note: Provisional academic year figures (Sept to Aug) for 2019-2020, extracted from Campus Solution on February 1, 2020.

Table 22. International graduate admissions

	2008 -09	2009 -10	2010 -11	2011 -12	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17	2017 -18	2018 -19	2019 -20*
Applications	3039	3972	4906	5213	5523	5070	4941	4915	5284	9583	10176	10355
Applicants Admitted	878	1291	1177	1261	1266	1246	1259	1256	1364	1614	1916	1807
Applicants Registered	415	656	607	681	756	786	808	798	864	1026	1222	1121

Source: FGSR Internal Script; extracted with data from PeopleSoft Campus solutions, February 1, 2020
*Provisionary academic year figures (Sept to Aug) for 2019-2020, extracted from Campus Solution on February 1, 2020.

Figure 22. International graduate admissions

Source: FGSR Internal Script; extracted with data from PeopleSoft Campus Solutions, February 1, 2020
Note: Provisionary academic year figures (Sept to Aug) for 2019-2020, extracted from Campus Solution on February 1, 2020.
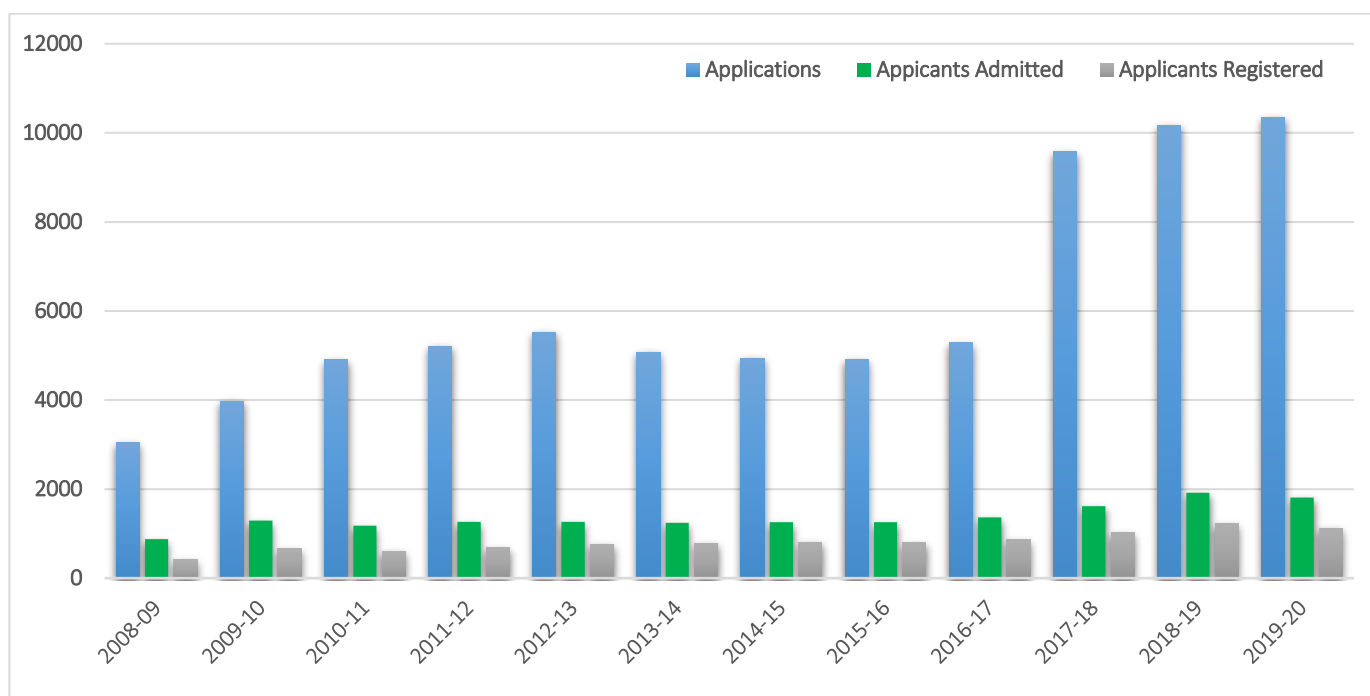
Table 23. Doctoral degree, Fall headcount by Faculty

Faculty	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2015	Fall 2017	Fall 2018	Fall 2019
ALES	223	225	218	246	235	237	230	221	220	214	216
Arts	452	469	467	472	478	451	413	412	394	385	374
Business	65	65	54	60	61	51	45	46	49	52	47
Campus Saint-Jean											
Education	242	274	292	296	291	295	257	246	255	251	255
Engineering	575	617	669	717	702	711	678	679	709	726	779
Extension											
Kinesiology, Sport, & Rec.	67	66	63	60	65	55	56	49	58	49	50
Law	2	4	8	8	8	7	7	8	7	5	5
Medicine & Dentistry	278	282	304	319	316	340	342	329	308	281	291
Native Studies									5	14	15
Nursing	86	86	74	70	64	68	64	68	66	67	66
Pharmacy	38	39	35	34	33	32	32	28	23	26	20
Public Health	38	40	42	42	43	45	50	47	57	46	46
Rehabilitation Medicine	31	33	34	36	38	36	37	35	45	48	50
Science	697	707	692	709	686	646	566	564	567	562	584
Total	**2794**	**2907**	**2952**	**3069**	**3020**	**2974**	**2777**	**2732**	**2763**	**2726**	**2798**

Source: Strategic Analysis and Data Warehousing – Registration Statistics, December 1, 2019.

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

Faculty	Fall 2014			Fall 2015			Fall 2016			Fall 2017			Fall 2018			Fall 2019		
	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	M-T	M-C	Total
ALES	261	21	282	244	22	266	255	35	290	254	39	293	257	40	297	245	37	282
Arts	269	90	359	240	81	321	255	87	342	258	67	325	265	58	323	236	84	320
Business	1	543	544		558	558		556	556		572	572		668	668		662	662
Campus Saint-Jean	13	16	29	8	20	28	5	13	18	10	18	28	7	12	19	11	13	24
Education	80	546	626	70	567	637	70	576	646	65	529	594	62	584	646	68	609	677
Engineering	545	93	638	527	36	563	544	111	655	557	235	792	565	310	875	589	359	948
Extension	1	54	55		54	54	8	52	60	15	39	54	16	35	51	27	41	68
KSR	49	18	67	44	18	62	42	15	57	42	17	59	42	27	69	37	23	60
Law	4		4	5		5	5	1	6	4		4	5		5	7		7
Medicine & Dentistry	281		281	260	2	262	277	4	281	296	4	300	307	4	311	286	3	289
Native Studies	7		7	12		12	20		20	12		12	12		12	11		11
Nursing	29	47	76	20	45	65	18	36	54	18	32	50	22	52	74	28	79	107
Pharmacy	17		17	18		18	22		22	20		20	19		19	20		20
Public Health	100	144	244	80	131	211	71	120	191	68	119	187	69	128	197	77	126	203
Rehab Medicine	39	667	706	48	680	728	48	779	827	50	787	837	39	783	822	32	808	840
Science	432	90	522	390	111	501	411	113	524	464	124	588	490	153	643	530	155	685
Total	**2128**	**2329**	**4457**	**1966**	**2325**	**4291**	**2051**	**2498**	**4549**	**2133**	**2582**	**4715**	**2177**	**2854**	**5031**	**2204**	**2999**	**5203**

Source: Strategic Analysis and Data Warehousing: Registration Statistics - December 1, 2019

Table 25. Professoriate numbers by Faculty

Faculty/Unit	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ALES	104	108	111	113	108	110	114
Arts	347	319	322	323	320	310	313
Business	73	74	72	71	71	69	63
Campus Saint-Jean	30	25	29	30	30	32	31
Education	109	100	104	107	111	108	103
Engineering	200	194	201	204	208	218	221
Extension	17	16	17	15	17	16	14
Native Studies	8	8	10	11	11	14	14
KSR	43	39	38	41	38	37	37
Law	32	29	27	28	28	32	31
Medicine & Dentistry	635	627	643	644	636	627	629
Nursing	51	49	47	47	45	45	41
Pharmacy	20	20	22	24	22	19	19
School of Public Health	28	25	26	27	25	24	29
Rehabilitation Medicine	48	42	44	44	42	41	35
Science	300	288	286	288	288	294	296
Total	**2045**	**1963**	**1999**	**2017**	**2000**	**1996**	**1990**

Source: Strategic Analysis and Data Warehousing – Professoriate head count by Faculty

https://idw-bi.ualberta.ca/t/Production/views/UofAStaff_0/ProfessoriateHeadcount?%3Aembed=y&%3Adisplay_count=no&%3AshowVizHome=no

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.

UNIVERSITY OF ALBERTA

Heather Richholt <richholt@ualberta.ca>

Special Meeting of the General Faculties Council Executive Committee - May 4

Yimmie Sonuga <yimmie.sonuga@ualberta.ca>   28 April 2020 at 12:25
Cc: Heather Richholt <richholt@ualberta.ca>, Marion Haggarty-France <mh4@ualberta.ca>

Dear Members of the General Faculties Council Executive Committee,

Cc: Members of the General Faculties Council (GFC)

Please see the following message from the Chair of the GFC Executive Committee - President Turpin:

****

Dear Members of GFC Executive Committee,

We are now seven weeks into our new reality and I know each and every one of you
remains acutely aware of everything we are doing regarding COVID 19 and you are also dealing with many
issues associated with the pandemic. I would like to thank each of you for everything you are doing, and I
would like to thank you in advance for your ongoing and future efforts with respect to academic governance.

As I have indicated all along, there remains much work to do especially as we prepare for the Fall term. In
this regard, I would like to call together a special meeting of GFC Exec for next Monday, May 4, from 2 -
3:30 (a meeting invitation will follow). I believe we need this meeting in addition to our regularly scheduled
meeting on May 11.

Because this is a special meeting of the GFC Executive, I will also be advising GFC that this meeting will
occur and members will be free to observe virtually if they are able.   At this point, I am also considering
calling a special Town Hall meeting for members of GFC to also weigh in on the Fall term scenario
planning.

The draft scenarios that I would like to discuss with GFC Exec are posted on the COVID-19 website and
can be found here. I would also like to continue discussions about decision making and preparing our
community for the month's ahead.

A formal agenda and materials will be posted when available.

Thank you in advance for your support and understanding as we work through these important issues.

Dave

****
GFC Members if you are interested in observing by phone, please contact Assistant GFC Secretary, *Heather Richholt*,
for further details.

With thanks and warm regards,

Yimmie

--
Yimmie Sonuga B.Com., LL.B. | Pronouns: She/Her
General Faculties Council (GFC) Secretary and Manager of GFC Services
Working Remotely
University of Alberta | University Governance
3-04 South Academic Building (SAB) Edmonton, AB
| Canada | T6G 2G7
Tel: 780.492.4733 | yimmie.sonuga@ualberta.ca
University Governance | www.governance.ualberta.ca

The University of Alberta respectfully acknowledges we are situated on ⊲ᒥᑊᑫᐧᐸᑊᐸᑊᐁᐅᑉ (Amiskwacîwâskahikan) Treaty 6 territory, traditional lands of First Nations and Métis people.

—
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The University of Alberta respectfully acknowledges we are situated on ⊲ᒥᑊᑫᐧᐸᑊᐸᑊᐁᐅᑉ (Amiskwacîwâskahikan) Treaty 6 territory, traditional lands of First Nations and Métis people.

Heather Richholt <richholt@ualberta.ca>

Special Meeting of the General Faculties Council Executive Committee - May 4

Yimmie Sonuga <yimmie.sonuga@ualberta.ca>   1 May 2020 at 11:41
Cc: Heather Richholt <richholt@ualberta.ca>, Marion Haggarty-France <mh4@ualberta.ca>

Dear General Faculties Council (GFC) Executive Committee Members,

Cc: General Faculties Council (GFC) Members

The meeting materials for the upcoming May 4, 2020, Special Meeting of the GFC Executive Committee are now publicly available here.

All GFC Members shall shortly receive calendar blocks for the May 6, 2020, GFC Town Hall, scheduled to take place from 12:00-1:00PM. For further details please contact Assistant GFC Secretary, Heather Richholt.

With thanks and warm regards,

Yimmie

On Tue, 28 Apr 2020 at 12:25, Yimmie Sonuga <yimmie.sonuga@ualberta.ca> wrote:
[Quoted text hidden]
[Quoted text hidden]

UNIVERSITY OF ALBERTA

Heather Richholt <richholt@ualberta.ca>

Announcement: Reappointment of Steven Dew, Provost and Vice-President (Academic)

Heather Richholt <ugovgfc@ualberta.ca>   11 May 2020 at 08:57
Draft

To Members of GFC:

Please see the forwarded message below.

Heather Richholt
Assistant Secretary to General Faculties Council
University of Alberta | University Governance
3-04 South Academic Building (SAB) | Edmonton, AB | Canada | T6G 2G7
Tel: 780.492.1937 | heather.richholt@ualberta.ca
University Governance | www.governance.ualberta.ca

---------- Forwarded message ---------
From: **- uofapres** <uofapres@ualberta.ca>
Date: Fri, May 8, 2020 at 12:57 PM
Subject: [Employees-Action] FYI: Announcement: Reappointment of Steven Dew, Provost and Vice-President (Academic)
To: <employees@mailman.srv.ualberta.ca>

FYI

FYI: Announcement: Reappointment of Steven Dew, Provost and Vice-President (Academic)

It is our pleasure to announce that today, following the unanimous recommendation of the Advisory Review Committee, the Board of Governors approved the renewal of Dr. Steven Dew for a second five-year term as Provost and Vice-President (Academic).

In his first term as provost, Steve played an instrumental role in envisioning and creating the university's strategic plan, For the Public Good. He has since advanced many of the plan's strategic objectives in collaboration with members of the senior team, including establishing the U of A's first signature areas of teaching and research; developing and launching both the Equity, Diversity, and Inclusivity Strategic Plan and the International Strategic Plan; and appointing the U of A's first Vice-Provost (Indigenous Programming and Research), Dr. Florence Glanfield. His leadership was likewise essential to the development of the U of A's budget model, and to our efforts to eliminate the structural deficit in the university's operating budget.

During his tenure, Steve has overseen the university's response to some of the most dramatic changes in government policy in the institution's history, helping us to navigate a new labour relations environment,

significant changes to tuition and fees, and the ongoing introduction of a performance-based provincial funding model. Against this backdrop he has focused on building a culture of trust and collaboration, working closely with deans and other portfolios to advance the institution's goals. He also led successful searches for 12 new deans during this period.

In the coming years, Steve will continue to lead significant change to the U of A's academic portfolio, particularly as we reimagine our academic structure in light of the province's upcoming post-secondary education system review and ongoing changes to the funding model for post-secondary education. He will work with other senior leaders to overcome the challenges brought on by COVID-19, and to capitalize on the opportunities the pandemic presents for innovative distance delivery of programs and remote connections between scholars. Working closely with deans and government, he will advocate for the University of Alberta's fundamental role in rebuilding and diversifying our province's economy, addressing the enrolment surge already working through Alberta's K-12 system, and navigating other challenges that may lie ahead.

Steve's dedication and commitment to the U of A are beyond question. He brings the highest standard of integrity to everything he does.

As outgoing president, I (Dave) want to thank Steve for his essential partnership and wisdom--it has been an honour and a privilege to work with him over the past five years.

As incoming president, I (Bill) look forward to working in lockstep with Steve in the years ahead to advance the mission of the University of Alberta, and to bolster the wellbeing and prosperity of our city and province.

We have no doubt that Steve's steady, calm, and collaborative leadership style will continue to be exactly the right fit to lead the academic portfolio through the next five years.

Lastly, we would like to thank the members of the Advisory Review Committee and all those who submitted feedback to that committee for their thoughtful engagement in this process.

David H. Turpin
President and Vice-chancellor

Bill Flanagan
President-elect

This email was sent to: **Employees**

University of Alberta
www.ualberta.ca

116 St. and 85 Ave.
Edmonton, AB, Canada T6G 2R3

_____
Employees mailing list
Employees@mailman.srv.ualberta.ca
http://www.mailman.srv.ualberta.ca/mailman/listinfo/employees