

Monday, May 29, 2023
Council Chambers
2:00 PM - 4:00 PM

OPENING SESSION 2:00 - 2:05 p.m.

1. Approval of the Agenda Bill Flanagan
2. Comments from the Chair Bill Flanagan
 - Update on the Clean Air Strategy
 - Budget Model 2.0

CONSENT AGENDA 2:05 - 2:10 p.m.

- [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.] Bill Flanagan
3. Approval of the Open Session Minutes of April 17, 2023
 4. New Members of GFC
 5. School of Library and Information Studies
- Motion: To Approve Items in the Consent Agenda*

ACTION ITEMS

6. University Strategic Plan 2:10 - 2:30 p.m. Verna Yiu
Motion: To Recommend Board of Governors Approval
7. Undergraduate Embedded Certificate Framework 2:30 - 2:45 p.m. Janice Causgrove Dunn
Kathryn Todd
Motion: To Approve
8. FGSR Graduate Exam Committee Membership 2:45 - 3:00 p.m. Roger Epp
Micah True
Motion: To Approve
9. Proposed Changes to the GFC Terms of Reference 3:00 - 3:10 p.m. Jerine Pegg
Motion: To Approve

DISCUSSION ITEMS

10. Question Period 3:10 - 3:30 p.m. Bill Flanagan

11. Strategic Plan for Research and Innovation 3:30 p.m. - 4:00 p.m. Aminah Robinson Fayek

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.]

12. Report of the GFC Executive Committee
13. Report of the GFC Academic Planning Committee
14. Report of the GFC Programs Committee
15. Report of the GFC Committee on the Learning Environment
16. GFC Nominations and Elections
- [NC Reports to GFC](#)
17. Information Items:
A. Briefing Note WIL Admin Terminations
B. Centres and Institutes Annual Report
C. Faculty of Graduate Studies (FGSR) Year in Review
D. [Teaching in the Context of AI Resources](#)
E. TRC Report to Community Dashboard (Update) (Documents to be distributed when available)
F. Budget Model 2.0 Expert Group Recommendations
G. University of Alberta Museums Annual Report: July 2022 – June 2023
H. Stories from the Field: Reporting on Equity, Diversity, and Inclusion in Action
18. Information Forwarded to GFC Members Between Meetings
- Letter from President and Vice-Chancellor, Bill Flanagan
- COMING SOON: GFC Nominee to the Board Election Survey
- GFC Nominee to the Board of Governors
- Message from President and Vice-Chancellor, Bill Flanagan

CLOSING SESSION

19. Adjournment
- Next Meeting of General Faculties Council: September 19, 2023

Presenter(s):

Bill Flanagan

President and Vice-Chancellor, University of Alberta

Verna Yiu	Interim Provost and Vice-President (Academic)
Janice Causgrove Dunn	Vice-Provost (Programs)
Kathryn Todd	Deputy Provost (Academic)
Jerine Pegg	Professor and Chair of GFC Executive Subcommittee on Governance and Procedural Oversight
Aminah Robinson Fayek	Vice-President (Research and Innovation)

Documentation was before members unless otherwise noted.

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

New Members of GFC**MOTION I: TO RECEIVE:**

The following statutory academic staff members who have been elected by their Faculty, to serve on GFC for a term of office beginning July 1, 2023 and ending June 30, 2026:

Carlos Fernandez-Patron	Medicine & Dentistry
Nikolai Malykhim	Medicine & Dentistry
Elena Posse de Chaves	Medicine & Dentistry
Sujata Parsad	Medicine & Dentistry
Lise Gotell	Arts
Odile Cisneros	Arts
Corinne Langinier	Arts
Julianne Gibbs	Science

The following statutory academic staff members who have been elected by their Faculty, to serve on GFC for a term of office beginning July 1, 2023 and ending June 30, 2024:

John Ussher	Pharmacy
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MOTION II: TO APPOINT:

The following graduate student representatives at-large to serve on GFC for terms beginning immediately and ending April 30, 2024:

Shivani Mandal	Medicine & Dentistry
Sandeep Kumar	Medicine & Dentistry
Seun Akinfolarin	Medicine & Dentistry



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ITEM NO. 5**Decision** **Discussion** **Information**

ITEM OBJECTIVE: The item is before the committee to describe changes to the School of Library and Information Studies within the Faculty of Education.

DATE	April 12, 2023
TO	Academic Planning Committee
RESPONSIBLE PORTFOLIO	Provost & Vice-President (Academic)

MOTION:

THAT the School of Library and Information Studies (SLIS) becomes an administrative unit within the Faculty of Education and maintains the word "School" within its name.

EXECUTIVE SUMMARY:

The Faculty of Education became non-departmentalized on July 1, 2022. During the approval process, faculty and GFC members raised potential concerns regarding the American Library Association (ALA) accreditation of the Master of Library and Information Studies program as well as the meaning of "School" in reference to the Post-Secondary Learning Act (PSLA) that appeared in the SLIS School Council Terms of Reference. In a memo to the GFC Executive, the Dean of the Faculty of Education stated that "Any proposed changes that would change the conditions imposed by GFC on SLIS in 1991 will come back to GFC for approval" (Feb. 28, 2022). This proposal, then, is to remove the conditions set out by GFC when the Faculty of Library and Information Studies merged with the Faculty of Education over 30 years ago.

The 1991 merger motion stated that the School was to be placed "administratively within the Faculty of Education" according to a number of "understandings." The following two understandings have been a source of confusion:

- SLIS "will correspond primarily to that of a Department;" and
- The former "Faculty Council of the Faculty of Library and Information Studies will become the School Council of the School of Library and Information Studies."

While the 1991 decision clearly placed SLIS administratively within the Faculty of Education, the conditions imposed by GFC allowed SLIS to keep some element of the authority held as a faculty within its Department Council. This was a matter of some concern when the proposal was brought through and the Dean committed to bringing back to GFC any change to the 1991 conditions.

This proposal is before GFC to clarify that SLIS will no longer correspond primarily to a department or a quasi-faculty within the nondepartmentalized structure of the Faculty of Education but will function as an administrative unit called a school.

Consultation regarding the impact of this change occurred throughout the 2021-2022 academic year with the interim Director of SLIS, Dr. Kathleen DeLong, and continued under the leadership of

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the new Director, Dr. Kenneth Gariepy. Since October, 2022, the Director has facilitated and supported ongoing consultation with SLIS faculty members, SLIS Academic Council, SLIS School Council, and the ALA Office of Accreditation. Consultation with central administration also confirmed that “School” is not a restricted term nor does it imply faculty status as outlined in the Post-Secondary Learning Act.

Based on these discussions, there was agreement that the proposed motion preserves the necessary conditions for accreditation, maintains the name recognition and reputation of SLIS and the MLIS, is consistent with the Faculty’s non-departmentalized structure, and aligns governance processes for all graduate programs within the Faculty.

Revisions to the committee structure within the School of Library and Information Studies, including its School Council, is already underway. If revisions are not completed by the July 1, 2023 effective date, this approved motion will serve to supersede portions of the School Council Terms of Reference that are not aligned with this proposal.

***See Schedule A for additional items to include if needed.**

SCHEDULE A:**Engagement and Routing**

Consultation and Stakeholder Participation / Approval Route (parties who have seen the proposal and in what capacity) <[Governance Resources Section Student Participation Protocol](#)>

Those who are actively participating:

- Faculty of Education Governance Working Group, Restructuring Steering Committee, the Director and faculty members associated with the School of Library and Information Studies

ITEM NO. 5**Those who have been consulted:**

- SLIS Academic Council
- SLIS School Council
- American Library Associate (ALA) Accreditation Office

Those who have been informed:

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Approval Route:

Education Faculty Council – March 28, 2023
Academic Planning Committee (APC) – April 12, 2023 (for recommendation)
GFC Executive Committee – May 15, 2023 (for placement on the GFC agenda)
General Faculties Council (GFC) – May 29, 2023 (for final approval)

Supplementary Notes / Context:

The decision before GFC satisfies a commitment made by the Dean of the Faculty of Education in her memo dated February 16, 2022 which can be found in the [Final Motions of the GFC recommendation](#). The memo was drafted in response to concerns raised by the GFC Academic Planning Committee when they were asked to recommend GFC approve a non-departmentalised Faculty of Education on February 28, 2022. There were concerns expressed about the conditions placed upon the Faculty of Education in 1991 concerning the merger of the School of Library and Information Science with the Faculty of Education. This decision will clarify how SLIS and its nine faculty members will function within the non-departmentalised Faculty of Education:

- SLIS is an administrative unit within the Faculty of Education;
- SLIS is not a department nor is it a School as defined in the PSLA.

The decision was recommended with a strong majority at the Education Faculty Council on March 28th.

When the GFC Executive Committee discussed this proposal, they agreed that it was appropriate to place the item on consent and wanted to provide the following comments to GFC about their decision:

- The Faculty of Education is non-departmentalised as recommended by GFC and [approved by the Board of Governors on March 25, 2022](#);
- That it is now clear that SLIS will no longer function as a department or as a quasi-faculty within the non departmentalized structure of the Faculty of Education;
- That this item clarifies questions asked by GFC in making their decision and there are no broader impacts to the administrative structure proposed for SLIS.

ITEM NO. 6**Decision** **Discussion** **Information**

ITEM OBJECTIVE: The item is before GFC to recommend the University Strategic Plan to the Board of Governors for approval.

DATE	May 29, 2023
TO	General Faculties Council
RESPONSIBLE PORTFOLIO	President and Vice-Chancellor

MOTION:

That General Faculties Council recommend the University Strategic Plan to the Board of Governors for approval.

EXECUTIVE SUMMARY:

The University Strategic Plan (USP) process was launched to the university community with a town hall on November 2, 2022.

The USP process is guided by a Steering Committee, chaired by the Interim Provost & Vice-President (Academic). The Steering Committee includes broad representation from across the university, including college and faculty deans, faculty members, staff, and students. Membership is available [here](#).

Consultation overview

Informed by a robust [environmental scan](#), the first phase of consultation took place over November-December 2022. This phase was intended to engage the university community as broadly as possible to gather input and identify high-level themes for further development. Mechanisms included approximately 30 roundtable discussions (with sessions offered for each faculty and central portfolio, as well as for students and for support staff), a university-wide town hall, discussions at faculty councils, presentations to committees and other formal bodies, and online input. The university also contracted with a third party to conduct interviews with stakeholders external to the university, including governments, community organizations, research agencies, research partners, employers, and other leaders within higher education.

In the second phase of consultation, the Steering Committee administered targeted surveys to allow for deeper engagement on key themes. Follow-up discussions occurred at the Board/GFC/Senate summit in January and the Board Strategy Session in February.

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“What We Heard”

In February, the Steering Committee released a “What We Heard” consultation summary document, and conducted additional consultation to validate themes and provide input on major topics. Mechanisms included multiple town hall and roundtable sessions (including within each college and stand-alone faculty), presentations to committees and other formal and advisory bodies (including the Indigenous Advisory Council), and online input. Key themes from this feedback include:

- There was significant interest in seeing a stronger emphasis on our people as the foundational focus of the plan.
- There was recognition of the importance and potential benefits of enrolment growth, but this should be addressed in the context of our broader educational aspirations, including quality, student experience, and consideration of resources and sustainability.
- Many acknowledged the importance of increasing research impact and articulating priorities for investment, but also noted the importance of maintaining breadth and continuing to support niche areas of research and teaching.
- In general, the community has expressed that the overall framing of the plan should focus on our impact, and strike a balance between our local context and our global reach.
- Community members provided extensive input on the importance of seeing themselves and their perceived contributions reflected in the strategic plan.

Consultation on the draft University Strategic Plan (USP)

A consultation draft USP was presented to the Board of Governors for discussion at a special meeting on April 14. The consultation draft was discussed by General Faculties Council (GFC) on April 17, and released to the university community on April 20.

Feedback on the consultation draft was received through various mechanisms:

- University-wide town halls
- Online feedback form
- Special consultation sessions requested by units and constituencies
- Discussion at formal bodies including Academic Planning Committee, Deans’ Council, Chairs’ Council, Graduate Students’ Association Council, Students’ Council

Input has also been provided through consultations on the Strategic Plan for Research and Innovation (SPRI), occurring in parallel.

Key themes from the feedback include:

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- In general, there was strong support for the plan's three major pillars, and the draft plan was viewed as successfully balancing the multiple interests of a comprehensive university while also articulating areas of focus.
- There was strong support for the plan's emphasis on impact and communities. Several respondents also emphasized that our educational impact is holistic -- we educate the whole person.
- We heard that the consultation draft did not do enough to articulate the integral role of the humanities and fine arts to the university and its impact.
- There was strong support for the statement that our people are the foundation of our success, and we heard a desire for that theme to come through more strongly throughout the document (in the text and also in the final design).
- We heard a desire for the plan's narrative sections to be more inspirational and accessible in their language, to be more concise, and to have less repetition.
- The importance of our alumni and their contributions should have greater emphasis.
- We received mostly supportive comments on the goals around enrolment, online learning, and experiential and work-integrated learning – with a strong emphasis that these need to be pursued in a manner emphasizing quality, sustainability, and compatibility with our academic mission.
- There were also numerous helpful suggestions about language and terminology.

The Steering Committee heard many comments about the implementation of the plan, addressing topics such as the prioritization of initiatives, accountability structures, and performance measurement. These comments have been recorded and will be important inputs to the implementation plans that will follow approval of the USP. Detailed feedback on the SPRI and research priorities will be taken up in the process of finalizing the SPRI, over the next several months.

Proposed University Strategic Plan (USP)

The Steering Committee has revised the USP based on feedback received, and is submitting the proposed USP for consideration by GFC (Attachment One). The final document will be submitted to the Board for approval on June 16. Following approval, a formally designed version of the document will be released to the community.

Next steps

The strategic plan will be followed by a three-year implementation plan. Work on the implementation plan will begin immediately following approval of the USP by the Board, with the implementation plan to be completed by January 2024.

The implementation plan will provide an institutional framework for advancing the USP. It will identify initial priorities and key initiatives at the university level, set out relevant

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accountabilities, and link with other university-level plans (such as: *Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan*; the SPRI and the Student Experience Action Plan, both underway; and action plans in areas such as equity, diversity and inclusion, international, and others).

The USP is intended to chart the university's overall direction, and it is important to recognize that progress will also rely on the focused efforts of units and teams across the university. It is anticipated that as units refresh their own plans, they will identify ways to move the USP forward and set goals and accountabilities within their own contexts.

Risks

The university is expected to face both risks and substantial social and demographic change over the next decade. The strategic plan will provide overall directional guidance to the university as it anticipates and responds to risk and change. As a complex organization, successfully navigating future risks will require engaging the whole of the university community to gather insights and generate enthusiasm for our shared aspirations.

Opportunities

As the university continues to implement its new operating model and prepares to respond to emerging opportunities, the strategic plan will be instrumental in helping us to build and then deliver on a shared vision for the institution's future.

Supporting Materials:

1. [University Strategic Plan](#)

University of Alberta Strategic Plan 2023-2033

The following document is presented to General Faculties Council (GFC) for consideration to recommend to the Board of Governors for approval. Following approval, a formally designed version of the document will be released to the university community. The design concept will be presented to GFC on May 29, 2023 for feedback.

The University of Alberta, its buildings, labs and research stations are primarily located on the territory of the Néhiyaw (Cree), Niitsitapi (Blackfoot), Métis, Nakoda (Stoney), Dene, Haudenosaunee (Iroquois) and Anishinaabe (Ojibway/ Saulteaux), lands that are now known as part of Treaties 6, 7 and 8 and homeland of the Métis. The University of Alberta respects the sovereignty, lands, histories, languages, knowledge systems and cultures of all First Nations, Métis and Inuit nations.

One of the world's great public universities.

Every generation is called upon to build a university poised to tackle the challenges of today and tomorrow. We meet those challenges grounded by our roots – yet spurred forward by our responsibility to seek truth, solve problems and shape the future.

At the University of Alberta, we seek out challenges so we can create change. We question, test the status quo and then innovate.

Our leadership is grounded in relationships. We are collaborators, we are partners, we are embedded in communities and integral to industries. We lead together, overcoming barriers so that ideas can collide and grow.

We have a role as educators of Indigenous students, as researchers with and for communities, as advocates, and as partners with much to learn. And we are committed to continuing the journey and taking responsibility for our historical role in sustaining barriers to Indigenous communities' success. We acknowledge that universities have played a role in Canada's colonial history, including through research and teaching that devalued Indigenous worldviews, knowledge and traditions. And we are committed to addressing the ongoing impacts of this legacy and to holding ourselves accountable for doing so.

We were founded in 1908 to deliver higher education to Albertans. While holding strong to that original mission, we have grown into one of the world's great public universities.

Today we advance education and research to the benefit of Alberta and beyond. We foster and bridge all areas of inquiry – including the natural and applied sciences, humanities and social sciences, fine arts, health sciences and more. And we do so with a fundamental commitment to truth and reconciliation alongside and in partnership with First Nations, Métis and Inuit communities.

Now, in a rapidly changing environment, we are called upon to leverage our history, strengths and expertise to greater effect. And, informed by deep engagement with our community, we know that we can and must do things differently.

“A university with transformational impact.”

That's how we expect people to describe the University of Alberta by 2033.

And that's what “**Leading with Purpose**” means to us: educating, researching and engaging in deliberate, purposeful ways – in order to make a lasting, positive difference.

Our north star is *impact*.

Inspired by our long-standing desire to uplift the whole people, the University of Alberta will be distinguished in 2033 for its power to improve lives and communities in Alberta, in Canada and around the world. We will be at the forefront of educating a growing province with global ambitions.

We will continue to be a university with global reach – one that's a magnet for ambitious students, expert staff and talented faculty who are leaders in their fields. We will effectively leverage that reach – igniting all corners of our university, our alumni and our partners to tackle the complex social, economic and environmental challenges facing us all. We will galvanize world-leading expertise in our areas of excellence. And we will be recognized globally, ranked among the top three universities in Canada and top 50 in the world.

Never being satisfied with the “now,” we will be known for always seeking, always challenging, always searching for solutions that make our world healthier, safer,

stronger and more just. The knowledge our university builds and shares will remain guided by its dedication to truth.

We will be internationally recognized as a university of change makers, community builders and world shapers – one that prepares creative, collaborative and confident global citizens who aspire to make their mark on the world.

- More than **42,000 students from 156 different countries**
- More than **300,000 alumni in 140 countries** carry on the university's vision
- Collectively our **alumni have founded more than 70,000 organizations globally**
- **130+ active spinoff companies**
- **Total economic impact of nearly \$19.4 billion** in 2021/22
- **Ranked #11 in the world for impact**, based on Times Higher Education Impact Rankings assessing universities against the United Nations Sustainable Development Goals
- **2020 Nobel Prize** awarded to Dr. Michael Houghton for the discovery of the hepatitis C virus
- U of A discoveries are the **foundation for Alberta's oil and gas industry** – and now, to emergent sectors like **environmental reclamation, energy transition, AI and machine learning**
- Research at the U of A saved Alberta's canola industry, **today worth \$20 billion to Canada's economy**
- **The Edmonton Protocol** for Type 1 diabetes, developed at the University of Alberta, is used around the world to save and improve lives
- Programs like **Walls to Bridges** and **Humanities 101** bring higher learning to correctional and shelter settings, building community and learning together

The path to 2033.

In recent years, the University of Alberta has undertaken a bold evolution, including the development of a new academic structure. We stand ready for the future.

Over the next 10 years, we will leverage our new structure and align our resources to achieve deeper and more transformational impacts across all areas of our university's mission.

Extensive engagement with our community has informed this strategic plan.

Many clear expectations and aspirations emerged from their valuable input, including that we:

- Leverage the rapid technological progress affecting teaching, learning and research
- Work to be and remain sustainable amid climate change and other global instability
- Build on our strengths to foster exceptional education
- Become more innovative, more focused and more responsive to the communities we serve
- Focus more directly on our strongest areas of research excellence
- Expand our enrolment to meet the needs of a growing province
- Continue to deepen and live out our commitments to Indigenization
- Move forward as one university, with a genuine commitment to equity, diversity and inclusion

People at the heart of what we do.

Our strategic plan is grounded in people. Our talented faculty, staff and students are the foundation for our university's past achievements and our future ambitions.

We must therefore take deliberate steps to support our people and create a culture where everyone can achieve their full potential.

This means being an institution where:

- Faculty, staff and students want to be, where they can develop professionally and personally and access the support they need to succeed
- Many different perspectives are valued and integrated into decision-making
- The safety, health, well-being and flourishing of faculty, staff and students underpin the implementation of this strategic plan – in every initiative of every size

Deliberate, purposeful action on three major fronts.

Our strategic plan calls for action across the three core aspects of our mandate: education, research and community engagement.

Each aspect is pursued more purposefully to generate more transformational impacts for students, communities, alumni and partners.

- **Education with Purpose** – Delivering innovative, flexible learning and experiences that prepare students as global citizens who make impacts on the world.
- **Research with Purpose** – Reinforcing and enhancing our research, innovation and creative activities to make impacts that solve the complex challenges facing the world.
- **Engagement with Purpose** – Fulfilling our responsibility as a leader and convenor to help shape and positively impact communities in Alberta, in Canada and worldwide.

Living up to our core commitments.

As we realize this strategic plan, we will embed the following key core commitments in everything we do:

- **Indigenization and decolonization.** We incorporate Indigenous identities, languages, cultures and worldviews across the university. This includes working to dismantle systemic barriers and celebrating the diversity, strength, complexity, resilience and beauty of Indigenous Peoples, cultures, languages and knowledge systems. *Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan* is a crucial foundation for our next decade.
- **Equity, diversity and inclusion.** We work to achieve a more diverse, equitable, accessible and inclusive environment for all who work, learn and live within our community. We value academic freedom and welcome and celebrate a diversity of perspectives and experiences.
- **Safety.** We are committed to our people's physical, psychological and cultural safety, and to providing a safe and healthy work and study environment that enables high-quality education and research.
- **Sustainability.** We strive to be a sustainable institution because we know the well-being of our people depends on our long-term viability. We lead through the prudent stewardship of resources and by stewarding our environment and the lands on which we reside.
- **Creativity.** We embrace opportunities to innovate to make things better. While coming together as one university to reach new heights, we break down barriers, transform systems and remain flexible to create the conditions that support our students, faculty and staff to flourish.
- **Collaboration.** We succeed by working together, within and beyond the university and across traditional boundaries. We prize relationships, and we create opportunities for mutual benefit. We celebrate each other's achievements and help each other to thrive.

Education with Purpose.

We prepare creative, collaborative and confident global citizens who are inspired to make their mark on the world.

Today's students expect their university degrees to represent more than an accumulation of course credits. They want to be meaningfully prepared for the professional and personal goals they will pursue, with learning experiences that reflect the realities of today's world and the uncertainties of tomorrow's. They want to be global citizens who make a tangible impact on Alberta, on Canada and around the world.

Our university will respond to these expectations by purposefully evolving how we craft, structure and deliver learning experiences for our students.

In doing so, we will leverage our strength in harnessing insights and inquiry from a comprehensive range of disciplines. We will sustain an outstanding range of programming, spanning the social sciences and humanities, natural and applied sciences, health sciences, professional programs, fine arts and more. All of these areas are critical in preparing the thinkers, creators and leaders of tomorrow. Our new college structure will be an asset, enabling us to develop and deliver innovative programs that transcend traditional disciplinary boundaries while building on our disciplinary strengths.

Significantly, all of our programs will meaningfully integrate our commitments reflected in *Braiding Past, Present and Future* – including Indigenous ways of knowing, thoughtful community engagement and support for and value of Indigenous research.

We will also draw on our extensive experience to deliver education that meets the changing needs of learners, particularly by:

- Applying the considerable technological expertise of our faculty and staff to enhance teaching in all programs
- Remaining a leader in experiential and work-integrated learning, with further expansion across all program areas
- Strategically integrating hybrid and online delivery with in-person programs to support access and flexibility

- Enhancing our portfolio of leading online courses and programs in areas of distinct strength
- Thoughtfully leveraging our expertise in continuing education to support a wider range of credentials and pathways into the university for lifelong learners

As we continue to provide academic excellence, we will enable students to have excellent university experiences overall.

We will develop campus environments and student services that support belonging, learning, wellness and personal growth to give our students rich, memorable and meaningful experiences at our university. We will deliver transformational opportunities where students can flourish through thriving residence communities, athletics and recreation, creative activity, volunteer opportunities, international experiences and more. We will work to become a leading example in accessibility, addressing systemic ableism, championing equity and celebrating our diversity. We will integrate diverse ways of knowing and doing within and beyond the classroom. Our campuses will be inclusive of diverse student needs and backgrounds through many aspects of barrier-free access. We will provide dedicated and appropriate support to help Indigenous students thrive. We commit to ensuring that everyone who chooses the U of A will feel included and valued. This commitment also includes optimizing existing campus infrastructure, where funding is available, as we grow to provide 21st-century learning environments and accessible spaces.

Along the way, we will aspire to grow.

As a young and dynamic province, Alberta will experience consistently increasing demands for post-secondary education – including the innovations and highly skilled graduates it generates.

We embrace our role in delivering higher education to Albertans and welcome the opportunity to expand to meet Alberta's needs while sustaining outstanding academic quality. Undertaken thoughtfully, enrolment growth can enable us to better serve students from across rural and urban Alberta and support more lifelong learners than ever before. We will furnish our province with a stronger future-ready workforce, ambitious entrepreneurs and business, social and cultural leaders. We will enhance access to education and foster a more diverse and dynamic student body across all our campuses. Integral to our growth, we will expand our complement of graduate

researchers and faculty to increase our teaching and research impact and create more opportunities for advanced study.

In collaboration with key partners and with the right conditions in place, we will carefully pursue opportunities for growth. This will include deliberate efforts to expand Indigenous enrolment.

It will also include deliberate efforts to welcome and engage international students, many of whom remain in Alberta upon graduation, to build their lives and contribute to the growth and diversity of our economy and society. The participation of international students enriches our learning environment, fosters greater multicultural interactions and understanding and helps us develop global citizens who are more engaged with the world.

The Transformational Impacts:

- Preparation of well-rounded graduates who are positioned to drive change, think and engage critically, lead in new and emerging fields and enhance connections between Alberta and the world
- Innovative and flexible pedagogical approaches meeting the needs to diverse learners across their lives and careers
- A portfolio of leading online courses and programs in areas of distinct strength
- A wider range of credentials and pathways into the university, enabling better access for diverse learners throughout their lifetimes
- Experiential and work-integrated learning that positively contributes to communities while empowering students with future-ready skills
- Increased participation in post-secondary education by Indigenous students, helping contribute to reconciliation
- Strategic enrolment growth among domestic and international learners, enabling more skilled young people to stay in Alberta and contribute to building the province
- An outstanding student experience within an inclusive environment, bolstered by effective supports, contributing to higher rates of student completion

Key Indicators*

Total enrolment and total Indigenous enrolment: Headcount enrolment (undergraduate and graduate)

Preliminary target: 50,000 total headcount by fall 2026; 60,000 total headcount by fall 2030 (contingent on provincial funding support)

Student completion rate: Percentage of students who complete their degree within the designated period (four years for undergraduate, five years for master's, nine years for PhD)

Preliminary target: Meet or exceed U15 benchmarks

Graduate employment rate: Percentage of students employed in a field related to their studies two years after graduation (Graduate Outcomes Survey)

Preliminary target: >90%, with performance benchmarked against other Alberta post-secondary institutions

Experiential learning: Students completing experiential learning as part of their program (National Survey of Student Experience)

Preliminary target: Meet or exceed U15 benchmarks

Student satisfaction: Overall student-reported satisfaction (National Survey of Student Experience and other survey mechanisms)

Preliminary target: Meet or exceed U15 benchmarks

**Key indicators may be supplemented or modified through the implementation planning process. Qualitative reporting will also be essential.*

Research with Purpose.

We mobilize and energize our research, innovation and creative activities to solve our planet's toughest challenges.

A recognized global leader in health, disease prevention and life-course approaches to care and well-being...

A hub for forward-leaning discourse and action on migration, race, intersectionality, decolonization and poverty...

A renowned leader in energy and climate change research, at the forefront of developing innovative solutions for stable, reliable and sustainable energy sources...

An institution undertaking critical research in areas ranging from housing policy and policing to equity in education and refugee settlement...

These are just some of the many ways to describe how the University of Alberta generates research, innovation and creative activities that have profound influence locally, nationally and globally.

Our university has a proud legacy of high-impact research and creativity across a wide range of disciplines. These accomplishments are underpinned by the extraordinary contributions of staff, students and post-doctoral researchers.

Today, our deep disciplinary knowledge is needed more than ever.

A Legacy of High-Impact Research at the U of A

- Ground-breaking work by Dr. James Collip leads to the discovery of insulin, markedly enhancing quality of life for people around the world.
- Dr. Michael Houghton wins the 2020 Nobel Prize for discovering the hepatitis C virus, enabling development of blood tests and medications that save millions of lives.
- Ways to separate oil from sand are developed, giving rise to an entirely new industry that generates jobs, wealth and secure energy supplies for North America.
- The quantum canola strain is developed, saving Canada's multi-billion dollar canola industry from the threat of blackleg disease and propelling agriculture forward.
- Canada's first Faculty of Native Studies is founded, contributing to generations of leaders and experts in Indigenous research, community engagement and relationships.
- The C-Leg is created, giving the world a bionic leg with a fully microprocessor-controlled knee, helping over 70,000 people walk more easily, safely and naturally.
- The U of A establishes nationally renowned expertise in feminism and intersectionality, with ongoing influence in policy, education, pedagogy and research practice.
- The Chinook program is developed and becomes the first to win a human World Checkers Championship, setting a new trajectory for AI and machine learning.

Many of the challenges we face are global in scale yet have distinct local impacts. Addressing these challenges requires deep engagement in our local context, but with a global perspective founded on partnership and collaboration with researchers worldwide.

With a bold new academic structure, our university is well positioned to bring together multi-disciplinary expertise around shared problems for the benefit of Alberta and the world.

This means advancing high-impact research and innovation across all disciplines while strengthening what we are best known for.

These include **areas of Global Excellence**, where our university has already demonstrated its internationally ranked institutional strength over the past many years, **and areas reflecting Growth**, where we are making major contributions and have the potential to reach global significance in the next 10 years.

In conjunction with a more dynamic and collaborative academic structure, we will make focused, long-term investments in these areas to foster transformational achievements.

Key among these will be deliberate initiatives to reinforce and enhance our university's overall research, innovation and creative climate, including:

- Continuing to attract and retain leading researchers in their fields
- Increasing the numbers of and supporting our graduate students and post-doctoral researchers to develop the next generation of research leaders
- Identifying, nurturing and welcoming researchers from historically

Global Excellence

- Energy Solutions - Energy systems, resilience and climate change mitigation
- Artificial Intelligence - Artificial intelligence, machine learning and data science
- Health and Well-being - Health, disease prevention and life-course approaches to care and well-being

Growth

- Indigenous Research - Indigenous research, community engagement and relationships
- Agriculture and Food - Sustainable agriculture, food security and animal science
- Reducing Social Disparities – Transformative approaches to social disparities in the 21st century

**note these areas will continue to be refined through engagement with our research community*

underrepresented and equity-denied groups, which will better position our academy to explore issues from a broader lens and allow ideas and creativity to flourish through diversity

- Ensuring our researchers benefit from high-impact research spaces and supports, including expert staff
- Examining ways to incentivize and reward all forms of research, innovation, entrepreneurship and creative work to promote greater impact
- Building capacity to support and incentivize community-based research

Importantly, our initiatives will meaningfully integrate our commitments reflected in *Braiding Past, Present and Future* and our commitments to equity, diversity and inclusion. This includes how we conceive, design and conduct research, recognizing the importance of genuine community engagement and participation.

Our efforts will also recognize that addressing global challenges requires global collaboration. To that end, we will enhance partnerships with international researchers and institutions. This will amplify our world-leading strengths while building our profile and helping us attract outstanding talent and innovation to Alberta.

The result will be an environment that empowers our university's talented researchers and innovators to secure funding, enter into partnerships, engage with communities, generate new insights, capitalize on research opportunities and achieve transformational impacts for Alberta and the world.

Quantifying Research Strengths and Successes

- *\$200M+ in funding for precision health, intelligent medical devices, therapeutics and women and children's health research*
- *Top 10 university globally for energy systems research*
- *Top three globally for AI and machine learning research for more than 30 years*
- *Leading innovation in smart and digital agriculture, and driving cellular agriculture research*
- *\$24M for research in health and well-being of Indigenous communities and environments*
- *Top 11 global leader in achieving the UN's Sustainable Development Goals*

The Transformational Impacts:

- Increased number of large-scale, multidisciplinary research initiatives that stimulate community-engaged research and impact
- Development of innovations that tangibly address major social, economic and environmental challenges facing Alberta, Canada and the world
- More robust and comprehensive research capacity through the durable embedding of Indigenous community engagement and Indigenous ways of knowing into research practices
- Spinoff and other commercialization activities that bring new products and services to the world
- Increased representation and research success among researchers from historically underrepresented and equity-denied groups
- Markedly higher research, innovation and creative collaboration across disciplines, through realized potential of the college structure
- Improvement in the quality of life for millions of people in communities across Alberta, Canada and the world

Key Indicators*

International ranking: The University of Alberta's overall standing in international rankings of research universities

Preliminary target: Among the top 50 internationally ranked research universities by 2033

U15 sponsored research ranking: Ranking within the U15 in annual sponsored revenue

Preliminary target: Top three by 2033

Annual sponsored research revenue: Total annual sponsored research revenue from all sources

Preliminary target: Increase from \$550 million to \$650 million by 2028

**Key indicators may be supplemented or modified through the implementation planning process. Qualitative reporting will also be essential.*

Engagement with Purpose.

We lead, convene and collaborate with partners to help uplift individuals and communities throughout Alberta, across Canada and around the world.

While we are an international university, we always acknowledge and honour our special and unique position in this province. As the first university established in Alberta, the University of Alberta has had, and continues to have, a profound influence on Alberta's development.

Our situation on Treaties 6, 7 and 8 and the homelands of the Métis is fundamental to our identity, and we are deeply committed to building and sustaining relationships of trust, respect and mutuality with Indigenous communities.

We are an extraordinary contributor to the Edmonton region, enhancing culture, quality of life and economic opportunities while serving as a magnet for talented people. Our Campus Saint-Jean, unique in western Canada, is at the heart of Alberta's Francophone community and a vital partner in French-language education across many fields. Our Augustana Campus in Camrose helps ensure that the university remains strongly embedded in rural Alberta, now and in the future, offering students a unique educational experience grounded in liberal arts and sciences. And we continue to embrace our longstanding relationships with the North.

Across Alberta, our faculty, staff, students and alumni enrich the social and cultural lives of communities. Our contributions to the creative arts, athletics and all areas of civic life are fundamental.

Located throughout the world, our alumni are integral to the social, cultural and economic fabric of our communities. We, in turn, benefit greatly from the support of our proud alumni and donors, who help us flourish and provide direct benefit to our communities.

Through the students, faculty and staff we welcome, to the research and creative activities we pursue, to the graduates we produce, to our world-spanning alumni, our university helps connect Alberta to the entire country and the broader world.

This privileged and influential position comes with a keen responsibility. Our university's knowledge, networks and expertise can be of deeper and more meaningful service to Albertans. To this end, we will engage with the broader community more purposefully.

We will take a leading role in confronting issues of importance to communities across Alberta – such as energizing and diversifying economic development, improving healthcare delivery, reducing poverty, addressing community safety and enhancing sustainability. This means being more than a participating stakeholder, but rather a driving force, leveraging our capacity to convene diverse individuals and communities to pursue shared, positive outcomes. But this also means engaging with humility, recognizing we need to understand community needs, build trust and develop lasting, reciprocal relationships.

Taking up this role more fully will involve deliberate actions, including:

- Proactively engaging with private, public and non-profit partners and with Indigenous communities to identify how our university can best advance the quality of life for all Albertans
- Sustaining and deepening our commitment to Indigenous communities, and embracing our responsibilities under the calls to action of the Truth and Reconciliation Commission of Canada
- Building capacity and incentives for our faculty, staff and students to collaborate and engage with communities, industry and social and cultural organizations
- Developing strategic partnerships, locally and internationally, to contribute to the United Nations Sustainable Development Goals

We will specifically invest in building stronger connections between our research enterprise and the business community, working more purposefully to solve industry problems and supporting commercialization and entrepreneurship to help translate our innovations into real-world impact.

Our alumni are essential to our success. They are our community and business leaders, our cultural champions, our innovators, our artists and thinkers. We will engage, celebrate, support and collaborate with them to the benefit of all.

Our global connectedness will be key in engaging more purposefully. Through international partnerships and engagement, we will bring global knowledge to bear on local challenges and opportunities, while making major contributions to global solutions. We will also help our local industry and community partners achieve global scale and impact.

While undertaking a more energetic posture beyond our campuses, we will also make it easier for individuals and communities to connect with our university. This includes:

- Streamlining access to the university for our current and future partners, creating an open door for those who want to partner with us
- Creating more opportunities for students to experience education at Campus Saint-Jean and Augustana Campus
- Continuing to support access to our facilities, events and activities for the public
- Simplifying ways for communities to identify their needs and connect with researchers

Our hallmark of success will be the quality of our relationships and their productivity in realizing goals that benefit everyone.

The Transformational Impacts:

- Enhanced relationships and partnerships with First Nations and Métis communities within Alberta and an increase in Indigenous community-engaged research
- Deeper integration between our university and the business community, resulting in further growth and diversity for Alberta
- Expanded economic impact for the province including higher employment, wealth generation and technological advancement
- Expanded recognition of the university's importance in supporting thriving communities, driving change, enriching arts and culture and making a difference in people's day-to-day lives
- Headway on achieving the United Nations Sustainable Development Goals locally, globally and at all levels.

Key Indicators*

Impact ranking: The University of Alberta's international ranking in advancing Sustainable Development Goals

Preliminary target: 11th globally (current ranking)

Relationships with business community: Increase in the value of partnerships annually

Preliminary target: TBD

National and international reputation: Comprehensive improvement across reputational rankings

Preliminary target: Top three in Canada and top 50 in the world

Experiential learning: Students completing experiential learning as part of their program (National Survey of Student Experience) (also noted under Education with Purpose)

Preliminary target: Meet or exceed U15 benchmarks

**Key indicators may be supplemented or modified through the implementation planning process. Qualitative reporting will also be essential.*

Moving forward.

We are excited about tomorrow.

Our university's recent evolution leads the way for the rest of Canada and positions us to do things fundamentally differently going forward. We are eager to transcend boundaries, create new ways of working together, and foster more collaboration.

Enriched by talented people and committed to building a thriving culture, our university is ready to generate maximum impact for the world around us. Impact is not something we do for communities. It is something we achieve *together*.

Living up to this aspiration will require diligent and considered actions in line with this strategic plan across all areas of the university. These will be identified and pursued through a series of implementation plans that are created alongside students, faculty, staff, partners and supporters of our university.

Importantly, our implementation work will reflect and integrate *Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan*, which provides a roadmap to ensuring our work on Indigenization and decolonization is embedded across the institution.

As we take those next steps together, we are committed to building a university of tomorrow for students, educators, researchers, alumni and community partners – here in Alberta and around the world.

In all we do, we are committed to Leading with Purpose as never before.



Decision **Discussion** **Information**

ITEM OBJECTIVE: The proposal is before the Council to provide a final version of the Undergraduate Embedded Certificate Framework, and seek approval of the Undergraduate Embedded Certificate Framework for the University of Alberta.

DATE	May 29, 2023
TO	General Faculties Council
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic)

MOTION: THAT the General Faculties Council approve the proposed Undergraduate Embedded Certificate Framework, as set forth in Attachment 1 to take effect immediately with compliance of existing embedded certificates expected by Fall 2025.

EXECUTIVE SUMMARY:

Embedded Certificates have been awarded at the University of Alberta for more than a decade and have increased in number over time. However, after consultation and feedback from our community, it was clear there is a lack of consistent or common understanding of the purpose of embedded certificates, and a great deal of variability or diversity in the purpose and structure of the existing certificates.

In Winter 2022, members of the Program Support Team (Undergraduate and Non-Credit) were invited to serve on a Working Group led by the Vice-Provost (Programs), to examine the current offerings of embedded certificates at the University of Alberta, identify concerns, risks, and opportunities as they related to embedded certificates, and develop a set of recommendations.

The Working Group identified the following concerns, risks, and considerations:

- Lack of consistency and clarity of purpose
- Lack of oversight
- Problematic registration system
- Some awarded to students automatically when they complete their program; certificate does not differentiate students or provide added value
- Similar appearance of embedded certificate and degree parchments may cause confusion
- Lack of awareness and understanding of the value of embedded certificates among students
- Proliferation of low demand and low enrolment embedded certificates risks diluting the value of the credential

Built from the Working Group’s recommendations along with consideration of the results of surveying the 2022 Spring and Fall graduates, this Framework will:

GOVERNANCE OUTLINE



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- clearly communicate a cohesive purpose and structure of embedded certificates at the University of Alberta;
- clearly differentiate embedded certificates from other types of credentials and specializations; and
- provide students a unique interdisciplinary opportunity to enhance their experience and learning.

Where applicable, list the legislation that is being relied upon

- *Post-Secondary Learning Act*
- GFC Programs Committee
- General Faculties Council

Next Steps

Following approval of the Framework, the Office of the Provost will work on a case-by-case basis with the home Faculties of existing embedded certificates that do not adhere to the Framework to ensure all embedded certificates are in alignment by Fall 2025. Faculties will be given the option to:

1. amend the existing program to bring into alignment with the Framework (following all necessary institutional governance approvals, while adhering to the 2025 - 26 Calendar publication deadline of January 2025),
2. identify a different type of specialization for the existing program and complete the necessary institutional governance approvals while adhering to the 2025 - 26 Calendar publication deadline of January 2025, or
3. prepare a suspension* proposal (following all necessary institutional governance approvals, while adhering to the 2025 - 26 Calendar publication deadline of January 2025)

**In some cases, depending on a number of factors, a termination proposal may be more appropriate.*

Supporting Materials:

Attachment 1 - Undergraduate Embedded Certificate Framework (May 2023)

SCHEDULE A:

Engagement and Routing

Those who are actively *participating* and who *have been consulted*:

- Program Support Team (Undergraduate and Non-Credit) (June 2, 2022)
- Students' Union Vice-President (Academic) (June 15, 2022)
- Students' Union Council of Faculty Associations (August 17, 2022)
- Students' Union Students' Council (August 23, 2022)
- Students' Union Vice-President (Academic) (September 13, 2022)
- GFC Programs Committee (September 15, 2022)
- Provosts' Council (September 19, 2022)



- Program Support Team (Undergraduate and Non-Credit) (November 24, 2022)
- GFC Programs Committee (December 8, 2022)
- College Deans' Meeting (January 18, 2023)
- General Faculties Council (January 30, 2023)
- Statutory Deans' Council (February 1, 2023)
- *GFC Programs Committee (February 9, 2023)*
- General Faculties Council (March 20, 2023)
- SU Council of Faculty Associations Joint Board (April 5, 2023)
- Faculty of Arts Chairs' Council (April 19, 2023)
- Victoria Ruetalo (Chair), Department of Modern Languages and Cultural Studies (April 21, 2023)
- Robert Losey (Chair), Department of Anthropology (April 27, 2023)
- David Beck (Chair), Jordan Lachler, Department of Linguistics (April 28, 2023)
- Margriet Haagsma, Department of History, Classics and Religion (April 28, 2023)
- Valentina Galvani (Chair), Department of Economics (April 28, 2023)
- Sathya Rao, Odile Cisneros, Ann De Leon, Department of Modern Languages and Cultural Studies (May 2, 2023)
- Embedded Certificates Working Group (May 3, 2023)
- Sean Robertson, Shalene Jobin, Tracy Howlett, Faculty of Native Studies (May 16, 2023)
- GFC Programs Committee (May 18, 2023)
- *General Faculties Council (May 29, 2023)*

Approval Route:

1. GFC EXEC | Placement on the GFC Agenda (May 15, 2023)
2. GFC Programs Committee | Action: For Recommendation (May 18, 2023)
3. GFC | Action: For Approval (May 29, 2023)

Supplementary Notes / Context:

GFC Programs Committee recommended approval of a previous version of the framework on February 9, 2023 but at the March 20, 2023 GFC meeting, members raised concerns about the proposal and it was withdrawn to allow for additional consultation. The proposal was revised with some minor edits and to allow additional time for existing certificates to be brought into compliance with the framework.

Purpose

Embedded undergraduate certificates are institutional credentials that are completed concurrently with an undergraduate degree program, prior to graduation. They provide students with the opportunity to enhance their educational experience through engagement with interdisciplinary concepts and topics that transcend individual programs, departments, faculties or colleges. Topics respond to broad societal interests and/or address strategic interests of the University.

Principles

Accessible	Accessible to students from multiple units or facilities and locations, and include consideration of course scheduling and delivery mode.	Strategic Alignment	Promote the University's strategic initiatives, enhance graduate attributes, and/or respond to societal interests
Interdisciplinary Focus	Provide an opportunity to engage with interdisciplinary topics or problems that incorporate and integrate different disciplinary perspectives.	Thoughtful Program Design	Consideration of overlap with other program requirements and other embedded certificates, mode of delivery; balance of junior and senior courses, meaningful experiential component
Indigenization	Contribute to the weaving of Indigenous worldviews, histories, and perspectives, recognition of the validity of Indigenous knowledge systems, remediation of the knowledge gap on Indigenous historical and lived experiences and strengthening academic rigour across disciplines (Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan)	Demonstrated Demand	Evidence of interest by students and the community
Sustainable	Consideration of administrative load, consistent delivery of courses, course enrollment limits.		

Elements

Proposal Template	The Embedded Certificate Template is available on the website of the Provost and Vice-President (Academic).
Stakeholder Consultation Requirements	<ol style="list-style-type: none"> 1. The Dean of the home faculty (or Deans of collaborating faculties) and relevant College(s) Office(s) of Education must confirm support for the embedded certificate. 2. Vice-Provost (Programs) to discuss the suitability of an embedded certificate for the proponent's purpose, and for advice and feedback related to certificate development according to the related principles and policies. 3. Vice-Provost (Indigenous Programming and Research) for advice and feedback related to embedding Indigenous content in the certificate curriculum. 4. Stakeholders (e.g., students and student groups, employers, accreditation bodies, professional associations, community organizations, alumni) to demonstrate demand and garner feedback regarding design principles. 5. Faculties that may be impacted from an enrollment (e.g., access and course capacity courses to courses for the certificate) or disciplinary perspective to confirm understanding and support. 6. Office of the Registrar for advice on Calendar language (Calendar Editor). <p>Consultation will be noted in the Governance Executive Summary, and letters of support are an asset.</p>
Administrative Responsibility	All proposals will identify a lead proposing faculty or college that will assume administrative responsibility from among those collaborating in the development and delivery of the embedded certificate.
Entrance Requirements	Enrolment in a University of Alberta undergraduate degree program.
Admission Process	A clear statement of admission requirements will be included in the proposal. Students will register via online application. Note: not all embedded certificates are available to all students in all faculties.
Credit Weight	12 - 18 credit units (maximum of 6 units at 100-level and minimum of 6 units at the 300- or 400-level), including an experiential component and/or capstone project/activity completed within, or in addition to, the course requirements.
Laddering / Transfer	Embedded undergraduate certificates are integrated into undergraduate degree programs and cannot be laddered into other for-credit programs.
Overlap	Students complete embedded certificates primarily using electives or limited choice opportunities in their programs; normally, there will be no more than 3 credit units overlap with required courses. Coursework may only be applied to one embedded certificate.
Maximum Number Permitted	While there is no limit to the number of embedded certificates permitted, limits on overlap as indicated above must be strictly adhered to. If extra credits are required to complete an embedded certificate (over and above those required for degree completion), students must consult their home faculty to determine if additional course credits beyond those required for the degree (or extra-to-degree credits) are permitted in their program.
Tuition	Assessed at the standard rates for courses in which the students are registered. No additional tuition fees are assessed for courses taken as a part of the embedded certificate program, regardless of student's home Faculty.
Awarding Process	In order for the embedded certificate to be awarded at the time of degree program completion, the lead administering Faculty or College Office of Education administering the embedded certificate must provide the Office of the Registrar with the names and ID numbers of those students who have completed the requirements for their embedded certificate. This list must also include verification that the student has completed their degree program. Faculties must work with each other to reconcile lists and share information about such students.
Transcript	Embedded certificates are noted on the transcript.

Approval	Approval Pathway: Program Support Team (PST) > Proposing Faculty Council* > GFC Programs Committee (PC)
Review	Embedded certificates will be reviewed every 5 to 7 years by the Office of the Provost and the faculties and/or colleges involved. An annual report of current embedded certificates and corresponding number of graduates will be compiled by the Office of the Provost each year, and embedded certificates may be included in scheduled curriculum reviews by the offering unit(s).
Termination	Termination Approval Pathway: Program Support Team (PST) > Proposing Faculty Council* > GFC Programs Committee (PC) At a minimum, consultation should include the existing students currently enrolled in the embedded certificate to ensure they are informed and can complete the embedded certificate; Office of the Dean of the home Faculty, collaborating Faculty (ies), and College Office of Education for the embedded certificate to ensure support; Vice-Provost (Programs) for advice on completing required templates; and the Office of the Registrar. In addition, accreditation bodies and professional associations may be consulted as relevant. Consultation will be noted in the Governance Executive Summary .

*** An embedded certificate offered jointly by two or more Faculties will be approved by each of the Faculty Councils involved.**

**Governance Executive Summary
Action Item**

Agenda Title	FGSR Graduate Exam Committee Membership
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Motion

THAT General Faculties Council approve the changes to the Committee Membership Changes for Graduate Examinations, for implementation upon final approval and inclusion in the next Calendar.

Item

Action Requested	X Approval <input type="checkbox"/> Recommendation
Proposed by	Roger Epp, Interim Vice-Provost and Dean, FGSR
Presenter(s)	Micah True, Associate Dean, FGSR Roger Epp, Interim Vice-Provost and Dean, FGSR

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee because FGSR is proposing changes to the Committee Membership policies for Graduate Examinations section of the calendar.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>These changes provide clarity and transparency for graduate supervisors, students, administrators, and faculty members on policies surrounding Graduate Exams, especially the membership and composition of examining committees.</p> <p>While the previous proposal (2021) included changes to processes (where responsibilities for certain tasks reside), this version includes only policy changes. It does not propose any change in relation to where responsibilities currently reside.</p> <p>The major proposed changes are outlined below, including how they differ from previous versions discussed in various forums over the last year and a half:</p> <ul style="list-style-type: none"> • The current examiner categories are more like attributes, and a single category often applies to more than one examiner whose roles in the exam are not the same. The proposed categories more clearly apply to specific roles in an exam, and include the addition of a Specialized Knowledge Examiner (ie. medical practitioners, Indigenous elders, industry experts). • Whereas the size of examining committees is currently defined by a fixed range, we propose defining it by roles: ex officio + a certain number of other examiners, depending on the kind of exam. This will reduce the occurrence of large examining committees, which pose a number of challenges to students and faculty members alike. Since the previous version, language has been added to permit the appointment of an external examiner for the candidacy exam when the supervisor deems it necessary. • The current calendar language about associations that preclude the selection of a person as External Examiner is vague, and FGSR

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	<p>receives many questions about this. In the interest of clarity and transparency, this proposal includes a list of associations that are currently considered disqualifying. Note that the word “normally” has been added since the previous version, to signal that it will be possible to request an exception in unusual circumstances.</p> <ul style="list-style-type: none"> ● The proposal includes the elimination of the role of external reader as an equivalent to the external examiner, but preserves the option for an examiner to participate in this fashion when attendance at the exam (whether in-person or virtual) is truly impossible. ● Currently the calendar says little about what happens when a negative report is received from the external examiner. The proposal includes a clear set of steps to follow in this situation that balance the student's right to defend their work with the importance of taking seriously the feedback of an external examiner. Since the previous version, language has been added to indicate that the Dean of FGSR can allow an exam to proceed despite a negative report from an external examiner. <p>Additional less major changes are also included in the calendar draft.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<ul style="list-style-type: none"> ● Various bodies as part of a larger package of proposed changes. <ul style="list-style-type: none"> ○ Working Group: (Meetings: Nov. 1, 2021; Nov. 22, 2021; Jan. 17, 2022) <ul style="list-style-type: none"> ■ Micah True (Chair - Associate Dean, FGSR) ■ Adam Gaudry (Native Studies) ■ Ana Sharma (FGSR) ■ Anita Green (Nursing - Graduate Advisor) ■ Craig Heinke (Physics) ■ Kylie Heales (Business - PhD Student) ■ Mark Simpson (English & Film Studies) ■ Morris Flynn (Mechanical Eng) ■ Sujata Persad (FoMD) ■ Trish Manns (Rehab Med) ○ GPST - February 28, 2022 ○ PRC - March 9, 2022 ○ PRC - April 6, 2022 (Discussion on process) ○ GEFAC - April 7, 2022 ○ FGSR Council - March 30, 2022 (Distributed, no discussion) ○ FGSR Council - April 27, 2022 (Discussion) ○ GEFAC- May 5, 2022 ○ PRC- May 11, 2022 ○ FGSR Council- May 25, 2022 (brief update, no discussion) ○ GSA council- June 20, 2022 ● In present form: <ul style="list-style-type: none"> ○ Associate Deans-Education of the three colleges - Jan. 9, 2023
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	<ul style="list-style-type: none"> ○ College of Social Sciences and Humanities Associate Dean-Education and Associate Deans-Graduate of the Faculties within CSSH - Jan. 23, 2023. ○ College of Natural and Applied Sciences Associate Dean-Education, Associate Deans-Graduate of the Faculties within CNAS, and Associate Deans-Graduate of the standalone Faculties - Jan. 23, 2023. ○ College of Health Sciences Associate Dean-Education and Associate Deans-Graduate of the Faculties within CHS - Jan. 31, 2023. ○ Policy Review Committee - February 16, 2023 ○ Graduate Program Support Team - February 27, 2023 ○ FGSR Council - March 8, 2023 ○ CLE - March 29, 2023
Approval Route (Governance) (including meeting dates)	Approval Pathway: <ul style="list-style-type: none"> ● Graduate Program Support Team - March 27, 2023 ● Policy Review Committee - April 6, 2023 ● FGSR Council: April 26, 2023 ● CLE - potential e-vote

Strategic Alignment

Alignment with <i>For the Public Good</i>	21. OBJECTIVE 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. <table border="1" data-bbox="483 1251 1511 1461" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success			
Legislative Compliance and jurisdiction	Post-Secondary Learning Act UofA Calendar General Faculties Council Faculty of Graduate Studies & Research			

Attachments:

1. FGSR Exam Changes: Exam_committee_membership_v2

Prepared by: Micah True (Associate Dean, FGSR) - ascdean4@ualberta.ca



2023-2024 University of Alberta Proposed Calendar
Graduate Program Changes:

CURRENT	PROPOSED
<p>The Role and Structure of Examining Committees</p> <p>Formal examining committees are required for thesis-based master's final examination, doctoral candidacy examinations, and doctoral final examinations. Members of these examining committees perform two functions: 1) they bring knowledge and expertise to the assessment of the thesis, and 2) they ensure that the University's expectations are met regarding the conduct of the examination, adherence to all relevant policies, and the suitability of the thesis for the degree.</p> <p>[...]</p> <p>Examiners</p> <p>Examiners are full voting members of the examining committee. All examiners must be either active in the general subject area of the student's research or bring relevant expertise to the assessment of the thesis.</p> <p>Categories of Examiners and Eligibility</p> <p>There are four types of examiners: ex-officio examiner, arm's length examiner, University of Alberta examiner and External examiner.</p>	<p>The Role and Structure of Examining Committees</p> <p>Formal examining committees are required for thesis-based master's final examination, doctoral candidacy examinations, and doctoral final examinations. Members of these examining committees perform two functions: 1) they bring knowledge and expertise to the assessment of the thesis, and 2) they ensure that the University's expectations are met regarding the conduct of the examination, adherence to all relevant policies, and the suitability of the thesis for the degree.</p> <p>The University of Alberta is committed to equity, diversity and inclusivity. To the extent possible, academic units should intentionally constitute examination committees that are diverse and inclusive.</p> <p>[...]</p> <p>Examiners</p> <p>Examiners are full voting members of the examining committee. All examiners must be either active in the general subject area of the student's research or bring relevant expertise to the assessment of the thesis.</p> <p>Categories of Examiners and Eligibility</p>

Ex-officio Examiners

The supervisor(s) and, ~~for doctoral students, the other members of the student's~~ supervisory committee are ex-officio members of the examining committee.

By definition, no individual can be both an ex-officio and **an arm's length** examiner on the same examining committee.

Arm's Length Examiners

An **arm's length** examiner is knowledgeable in the field and comes fresh to the examination. They must not be (or have been) a member of the supervisory committee, or have been connected with the thesis research in a **significant** way. The examiner should not have been associated with the student, outside of usual contact in courses or other non-thesis activities within the University, nor be related to the student or supervisor(s).

The arm's length examiners should not be a former supervisor or student of the supervisor(s).

Except in special circumstances (fully justified in writing to the Dean of the department's Faculty), **an arm's length** examiner should not be an active collaborator of the supervisor(s) (see **Conflict of Interest Guidelines** below).

Arm's length examiners who have served on a student's candidacy examination committee ~~do not lose their arm's length status as a result~~, and are eligible to serve as arm's length examiners on the student's doctoral final examination if the other conditions of being **arm's length** remain unchanged.

There are four types of examiners: ex-officio examiner, **university examiner**, **specialized knowledge examiner**, and **external examiner**.

Ex-officio Examiners

The supervisor(s) and supervisory committee **members** are ex-officio members of the examining committee.

By definition, no individual can be both an ex-officio and **any other kind of** examiner on the same examining committee.

University Examiner

A **university** examiner is **a member of the University of Alberta community who is** knowledgeable in the field and comes fresh to the examination. They must not be (or have been) a member of the supervisory committee, or have been connected with the thesis research in a **significant** way. The examiner should not have been associated with the student, outside of usual contact in courses or other non-thesis activities within the University, nor be related to the student or supervisor(s). **Eligible University of Alberta community members include current or retired Academic Staff members, Academic Colleagues, Postdoctoral Fellows, or Executive Members/Academic Administrators who will be appointed or re-appointed as Academic Faculty members on the conclusion of their term (current or retired categories A, B, C, D, and E, as defined in the [University of Alberta's Recruitment Policy \(Appendix A\)](#) Definition and Categories of Academic Staff and Colleagues)**

A university examiner should not be a former supervisor or student of the supervisor(s).

Except in special circumstances (fully justified in writing to the Dean of the department's Faculty), a **university** examiner should not be an active collaborator of the supervisor(s) (see **Conflict of Interest Guidelines** below).

University examiners who have served on a student's candidacy examination committee are eligible to serve on the student's doctoral final

<p>External Examiner</p> <p>An external examiner from outside the University of Alberta is required for doctoral thesis examinations.</p> <p>In addition to being an arm's length examiner this examiner must fulfill additional criteria as described under Final Doctoral Examination below.</p> <p>University of Alberta Examiners</p> <p>The University of Alberta examiner is a tenured, tenure-track, or retired University of Alberta faculty member, or Faculty Service Officer, (current or retired categories A1.1, A1.3, or current category C1.1, as defined in the University of Alberta's Recruitment Policy (Appendix A) Definition and Categories of Academic Staff and Colleagues).</p> <p>Conflict of Interest for Graduate Student Supervisory and Examination Committees</p>	<p>examination committee if the other conditions of being a university examiner remain unchanged.</p> <p>Specialized Knowledge Examiner</p> <p>A specialized knowledge examiner is a person who has knowledge or professional expertise that is relevant to the thesis research (such as a health practitioner or an Indigenous community member) and does not have a full-time academic appointment at a university that confers graduate degrees. A specialized knowledge examiner comes fresh to the examination. They must not be (or have been) a member of the supervisory committee, or have been connected with the thesis research in any way. The examiner should not have a close personal association with the student or the supervisor.</p> <p>Except in special circumstances (fully justified in writing to the Dean of the department's Faculty), a specialized knowledge examiner should not be an active collaborator of the supervisor(s) (see Conflict of Interest Guidelines below).</p> <p>External Examiner</p> <p>An external examiner from outside the University of Alberta is required for doctoral thesis examinations. An external examiner must not be (or have been) a member of the supervisory committee, or have been connected with the thesis research in any way. The examiner should not have any personal association with the student or the supervisor, including family and social relationships. This examiner must fulfill additional criteria as described under Final Doctoral Examination below.</p>
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The key relationships are:

- the supervisor to the student;
- the supervisor to the other committee members;
- the student to the committee members.

Conflict of interest in these relationships is defined by the [University of Alberta Code of Conduct Policy](#) & the [University of Alberta Conflict Policy – Conflict of Interest and Commitment and Institutional Conflict](#). Any personal or professional relationships that alter or affect this academic relationship may constitute a conflict of interest.

In the event that a conflict of interest ~~between the supervisor and another committee member on a supervisory or examination committee~~ cannot be avoided:

- the conflict must be openly disclosed to the student, in writing, by the **department**;
- the student must be informed of their right to consent to the committee member or not. The student must also be advised that they can discuss their choices with an Associate Dean, FGSR, once the disclosure is made;
- if the student does not consent, it would be the responsibility of the proposed committee member to recuse themselves and the student would have the right to continue working with the original supervisor and a different committee member without suffering any form of negative treatment and/or behaviour (e.g. intimidation, bullying, harassment) as a result of the decision;
- the disclosure of the relationship and consent of the student must be recorded in writing and filed with the **department** and with the FGSR;
- the conflict of interest must be disclosed on the annual UofA Conflict of Interest and Commitment form by the parties involved; and
- the student may rescind their consent later in their program, ~~but not after the final~~

Conflict of Interest for Graduate Student Supervisory and Examination Committees

The key relationships are:

- the supervisor to the student;
- the supervisor to the other committee members;
- the student to the committee members;
- **the committee members to each other.**

Conflict of interest in these relationships is defined by the [University of Alberta Code of Conduct Policy](#) & the [University of Alberta Conflict Policy – Conflict of Interest and Commitment and Institutional Conflict](#). Any personal or professional relationships that alter or affect this academic relationship may constitute a conflict of interest.

In the event that a conflict of interest cannot be avoided:

- the conflict must be openly disclosed to the student, in writing, by the department;
- the student must be informed of their right to consent to the committee member or not. The student must also be advised that they can discuss their choices with an Associate Dean, FGSR, once the disclosure is made;
- if the student does not consent, it would be the responsibility of the proposed committee member to recuse themselves and the student would have the right to continue working with the original supervisor and a different committee member without suffering any form of negative treatment and/or behaviour (e.g. intimidation, bullying, harassment) as a result of the decision;
- the disclosure of the relationship and consent of the student must be recorded in

~~submission of the thesis to the supervisory committee for examination, if the measures put in place to manage the conflict of interest change or are perceived to no longer be effective. The student would indicate this change in writing to the department and the FGSR.~~

Size and Composition of Examining Committees

For all examination committees, at least half of the examiners must have a degree equivalent to or higher than the degree being examined.

For all examination committees, at least half of the examiners must ~~fulfill the criteria as a University of Alberta examiner as tenured, tenure-track, or retired University of Alberta faculty members, or Faculty Service Officers (see above under Categories of Examiners and Eligibility).~~

Master's Thesis Examination Committee

- ~~The minimum size of a master's final examining committee is three examiners. The maximum size is five examiners.~~
- ~~The ex-officio members of the committee are the supervisor(s) and the supervisory committee members if there is a committee.~~
- ~~There must be one arm's length examiner.~~

writing and filed with the department and with the FGSR;

- the conflict of interest must be disclosed on the annual UofA Conflict of Interest and Commitment form by the parties involved; and
- the student may rescind their consent later in their program **if the measures put in place to manage the conflict of interest change or are perceived to no longer be effective. In this case,** the student would indicate this change in writing to the department and the FGSR.
- No changes to committee membership can be made** after the final submission of the thesis to the supervisory committee for examination.

Size and Composition of Examining Committees

For all examination committees, at least half of the examiners must have a degree equivalent to or higher than the degree being examined.

For all examination committees, at least half of the examiners must **be current or retired Academic Staff members, Academic Colleagues, Postdoctoral Fellows, or Executive Members/Academic Administrators** who will be appointed or re-appointed as Academic Faculty members on the conclusion of their term (current or retired categories A, B, C, D, and E, as defined in the [University of Alberta's Recruitment Policy \(Appendix A\)](#) Definition and Categories of Academic Staff and Colleagues).

Master's Thesis Examination Committee

Where there is a supervisor only, the examining committee is the supervisor and two university examiners or one university examiner and one specialized knowledge examiner.

Where there is a supervisory committee, the examining committee is the ex-officio examiners

- At least half of the examiners must hold a master's degree or higher (see above).
- ~~At least half of the examiners must fulfill the criteria of University of Alberta examiner (see above)~~
- The chair is not the supervisor. The chair is a faculty member in the student's home department or with experience chairing master's examinations. The FGSR recommends that committee chairs not be examiners except in extenuating circumstances where any conflict of interest in this role be managed transparently for the student.

The authority for the appointment of final examining committees rests with the Dean of the department's Faculty [unless delegated to the department].

Doctoral Candidacy Examination Committee

- ~~The minimum size of a doctoral candidacy committee is five examiners. The maximum size is seven examiners.~~
- ~~The ex officio members of the committee are the supervisor(s) and the supervisory committee members.~~
- ~~There must be two arm's length examiners.~~

and one university examiner or one specialized knowledge examiner.

- At least half of the examiners must hold a master's degree or higher (see above).
- The chair is not the supervisor. The chair is a faculty member in the student's home department or with experience chairing master's examinations. The FGSR recommends that committee chairs not be examiners except in extenuating circumstances where any conflict of interest in this role be managed transparently for the student.

The authority for the appointment of final examining committees rests with the Dean of the department's Faculty [unless delegated to the department].

Doctoral Candidacy Examination Committee

The examining committee consists of the ex-officio examiners and either one university examiner or one specialized knowledge examiner.

When deemed necessary by the supervisor, one additional university examiner or specialized knowledge examiner may be appointed to the examining committee. In such cases, the examining committee consists of the ex-officio examiners and either two university examiners or one university examiner and one specialized knowledge examiner.

- At least half ~~or more~~ of the examiners must hold a doctoral degree ~~or higher~~ (see above).
- ~~At least half of the examiners must fulfill the criteria of University of Alberta examiner (see above)~~
- The chair is not an examiner. The chair is a faculty member in the student's home department or with experience chairing doctoral examinations

The authority for the appointment of doctoral candidacy examining committees rests with the department.

Doctoral Thesis Examination Committee

- ~~The minimum size of a doctoral final examining committee is five examiners. The maximum size is seven examiners.~~
- ~~The ex officio members of the committee are the supervisor(s) and the supervisory committee members.~~
- ~~There must be two arm's length examiners, one of whom must be a reader or examiner external to the University~~
- At least half of the examiners must hold a doctoral degree or higher (see above).
- ~~At least half of the examiners must fulfill the criteria of University of Alberta examiner (see above)~~
- The chair is not an examiner. The chair is a faculty member in the student's home

The examining committee does not normally include an external examiner. However, when deemed necessary by the supervisor, an external examiner may be appointed to the committee. In this case, the external examiner replaces a university examiner or a specialized knowledge examiner.

- At least half of the examiners must hold a doctoral degree (see above).
- The chair is not an examiner. The chair is a faculty member in the student's home department or with experience chairing doctoral examinations

The authority for the appointment of doctoral candidacy examining committees rests with the department.

Doctoral Thesis Examination Committee

The examining committee consists of the ex-officio examiners, one external examiner, and either one university examiner or one specialized knowledge examiner.

- At least half of the examiners must hold a doctoral degree or higher (see above).

department or with experience chairing doctoral examinations.

The authority for the appointment of final examining committees rests with the Dean of the department's Faculty [unless delegated to the department]

[...]

Conduct of Thesis and Candidacy Examinations

[...]

- The student **may** be asked to leave the room while the order of examiners is determined, and the student's academic record is reviewed by the supervisor for the committee. Typically the order of examiners is the External if applicable, the **arm's length** examiners, the supervisory committee members, and then the supervisor. The Examiners may seek clarification at this time regarding exam procedures.

[...]

Final Doctoral Examination

[...]

Inviting the External Examiner ~~or Reader~~:

Every Final Doctoral Examining Committee must have an External **i.e., an arm's length** examiner from outside the University of Alberta. **The term External Examiner refers to an External who attends the examination, whereas the term**

- The chair is not an examiner. The chair is a faculty member in the student's home department or with experience chairing doctoral examinations.

The authority for the appointment of final examining committees rests with the Dean of the department's Faculty [unless delegated to the department].

[...]

Conduct of Thesis and Candidacy Examinations

[...]

- The student **may** be asked to leave the room while the order of examiners is determined, and the student's academic record is reviewed by the supervisor for the committee. Typically the order of examiners is the External if applicable, the **university and/or specialized knowledge** examiners, the supervisory committee members, and then the supervisor. The Examiners may seek clarification at this time regarding exam procedures.

[...]

Final Doctoral Examination

[...]

Inviting the External Examiner: Every Final Doctoral Examining Committee must have an external examiner from outside the University of Alberta.

~~External Reader refers to an External who provides a written evaluation of the thesis and questions to be asked during the examination. External Readers are deemed to be in attendance at the examination.~~

It is the responsibility of the department to recommend an ~~External Examiner or Reader~~ and to submit the name to the Dean of the department's Faculty for approval. Normally, ~~this should be done~~ at least two months in advance of the examination date. The submission must follow the procedures established by the Dean of the department's Faculty.

The ~~External~~:

- Will be a recognized authority in the specific field of research of the student's thesis;
- Will be experienced in ~~evaluating doctoral area work~~; and
- Must be in a position to review the thesis objectively and to provide a critical analysis of the work and the presentation.

It is essential that the ~~External~~ not have an association with the student, the supervisor, or the department ~~within the last six years~~ as this could hinder objective analysis. ~~For example, a proposed External who has within the last six years been associated with the student as a research~~

It is the responsibility of the student's department to recommend an ~~external examiner~~ and to submit the name to the Dean of the department's Faculty for approval. ~~The supervisor may contact potential examiners to ascertain their availability and willingness to participate, but must have no further contact with the external examiner after the thesis has been distributed to the examining committee (see above). Any messages received after distribution of the thesis should be referred to the Graduate Coordinator.~~

Normally, ~~the external examiner should be submitted for approval~~ at least two months in advance of the examination date. The submission must follow the procedures established by the Dean of the department's Faculty.

The ~~external examiner~~:

- ~~Will be a tenure-track, tenured, or retired faculty member of a university that confers graduate degrees;~~
- Will be a recognized authority in the specific field of research of the student's thesis;
- Will be experienced in ~~supervising doctoral students to completion~~; and
- Must be in a position to review the thesis objectively and to provide a critical analysis of the work and the presentation.

It is essential that the ~~external examiner~~ not have an association with the student, the supervisor, or

~~collaborator or coauthor would not be eligible. Also, a proposed External must not have had an association within the last six years with the doctoral student's supervisor (as a former student, supervisor, or close collaborator, for instance).~~

the department as this could hinder objective analysis.

Associations that normally will preclude participation as an external examiner include:

- Having co-authored or performed collaborative research with the student or the supervisor within the preceding six years;
- Having overseen an edited volume that includes the work of the student or supervisor, or having published work in an edited volume overseen by the student or supervisor within the preceding six years;
- Having a financial interest in an entity that could benefit from the thesis research;
- Having read or evaluated the thesis, in whole or in part, prior to appointment as external examiner;
- Having examined or been examined by the student's supervisor within the preceding six years;
- Having engaged in discussions/negotiations with the student or the supervisor related to future employment or supervision, or intending to do so;
- Having a personal or financial relationship with the student or the supervisor that could appear to result in a conflict of interest (for example, past or present domestic or romantic partnerships, family relationships, and past or present business partnerships);

Under normal circumstances ~~the same person~~ will not be used as an External at the University of Alberta if ~~that External~~ has served in the same

capacity in the same department at this University within the preceding two years; this does not preclude ~~an External serving~~ in another department.

Once the External has been approved an official letter of invitation is issued to the External by the ~~department~~.

Approval of the Doctoral Final Examining Committee:

The department will recommend the names of all members of the final examining committee and forward them to the Dean of the department's Faculty, if decanal approval is required, following the procedures established by their Faculty.

~~**External Readers:** Do not attend the examination. Instead, the External Reader is asked in the letter of invitation to prepare a written report consisting of:~~

- ~~● an evaluation of the scope, structure, methodology, and findings of the thesis,~~
- ~~● a list of minor errors (if any), and~~
- ~~● either a list of clear, direct, contextualized questions to be posed to the candidate during the examination, or a brief written commentary of the thesis which can be read to the candidate for response during the examination.~~

~~The External Reader must include a statement that the thesis falls into one of the following two categories:~~

- ~~● **Acceptable with minor or no revisions:** In this case, the External Reader submits the report to the Graduate Coordinator at least one week before the examination. If the External Reader considers the thesis to be~~

- Having a former (within the preceding six years) or pending affiliation with the student's department;
- Having had an academic appointment at the University of Alberta within the preceding six years.

Under normal circumstances ~~an individual~~ will not be used as an external ~~examiner~~ at the University of Alberta if ~~they have~~ served in the same capacity in the same department at this University within the preceding two years; this does not preclude ~~service~~ in another department.

Once the External has been approved an official letter of invitation is issued to the External by the department.

Approval of the Doctoral Final Examining Committee:

The department will recommend the names of all members of the final examining committee and forward them to the Dean of the department's Faculty, if decanal approval is required, following the procedures established by their Faculty.

~~of a calibre worthy of consideration for an award, the External Reader comments on this in the written evaluation; or~~

- ~~● **Unacceptable without major revisions:** In this case, the External Reader contacts the Dean of the FGSR immediately by email as the examination may need to be postponed.~~

~~The questions or commentary will be made available to the student for the first time during the examination and the committee will evaluate the student's answers as part of the examination.~~

External Examiners: ~~Attend the examination in person.~~ In the letter of invitation, the External Examiner is requested to prepare and send to the Graduate Coordinator, at least one week in advance of the examination, an evaluation of the thesis placing it **temporarily** in one of the following categories:

- the thesis is acceptable with minor or no revisions,
- the External Examiner wishes to reserve judgment until after the examination, or
- the thesis is unacceptable without major revisions.

In ~~the first two~~ cases, the External Examiner is asked to provide a **brief** written commentary (approximately two to three pages) on the structure, methodology, quality, significance and findings of the thesis for the reference of both the student and supervisor.

~~The commentary should not be given to the student prior to the examination.~~

External Examiners: In the letter of invitation, the external examiner is requested to prepare and send to Graduate Coordinator, at least one week in advance of the examination, an evaluation of the thesis placing it in one of the following categories:

- the thesis is acceptable with minor or no revisions,
- the external examiner wishes to reserve judgment until after the examination, or
- the thesis is unacceptable without major revisions.

In **all** cases, the external examiner is asked to provide a written commentary (approximately two to three pages) on the structure, methodology, quality, significance, and findings of the thesis for the reference of both the student and supervisor.

If the thesis is judged by the External Examiner to fall into the "Unacceptable" category, then the External Examiner is asked to contact the Dean of the FGSR immediately, since the final examination may need to be postponed.

If the thesis is acceptable with minor or no revisions or if the external examiner wishes to reserve judgment, then the examination will proceed. The external examiner's evaluation must be shared with the student and the supervisor, but only after the examination.

If the external examiner finds the thesis unacceptable without major revisions, then the external examiner is asked to contact the Dean of the FGSR immediately. The examination will normally be postponed, but it may proceed at the discretion of the Dean of the FGSR. If the examination is postponed, then the external examiner's commentary will be shared with the student and the supervisor. The thesis may be resubmitted exactly once, within six months. In this case, the external examiner who wrote the initial report on the thesis will participate in the examination, but a second report will not be required. The thesis examination will be scheduled upon preliminary acceptance of the revised thesis by the supervisor and supervisory committee members (see Preliminary Acceptance of the Thesis, above).

Inability of an External Examiner to Attend

Although it is expected that the external examiner will attend the examination either in person or via videoconference, this requirement may be waived in extraordinary circumstances in which medical, technological, or geographical circumstances make attendance impossible. Such cases are subject to approval through the normal process for establishing committee membership. In such cases, the external examiner will be considered to be in attendance at the examination.

In addition to the required content specified above, the written commentary of an external examiner who has been excused from attendance will include either a list of clear, direct, contextualized questions to be posed to the candidate during the

<p>The Examination: The examining committee should conduct a final examination, based largely on the thesis.</p> <p>The graduate coordinator should ensure that the chair of the examining committee, the student, and all examiners have a final copy of the thesis at the examination.</p> <p>The student should make a brief presentation about the thesis.</p> <p>The most time should be allotted to the arm's length examiners, including the External Examiner, while the least time is allocated to the supervisor(s).</p> <p>No final decision should be made without each examiner having given an opinion.</p>	<p>examination, or a brief written commentary on the thesis which can be read to the candidate. In either case, the Chair of the examination will read the external examiner's submission aloud during the examination, but will not participate in assessing the student's response.</p> <p>The written commentary of an external examiner who has been excused from attendance must place the thesis in one of the following two categories:</p> <ul style="list-style-type: none"> ● Acceptable with minor or no revisions: In this case, the external examiner submits the report to the department at least one week before the examination and the examination may proceed; or ● Unacceptable without major revisions: In this case, the external examiner contacts the Dean of the FGSR immediately by email. The examination will be postponed and the external examiner's commentary will be shared with the student and the supervisor. The thesis may be resubmitted exactly once, within six months. In this case, the external examiner who wrote the initial report on the thesis will participate in the examination, but a second report will not be required. The thesis examination will be scheduled upon preliminary acceptance of the revised thesis by the supervisor (see Preliminary Acceptance of the Thesis, above). <p>The Examination: The examining committee should conduct a final examination, based largely on the thesis.</p> <p>The graduate coordinator should ensure that the chair of the examining committee, the student, and</p>
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	<p>all examiners have a final copy of the thesis at the examination.</p> <p>The student should make a brief presentation about the thesis.</p> <p>The most time should be allotted to the external, university, and specialized knowledge examiners, while the least time is allocated to the supervisor(s).</p> <p>No final decision should be made without each examiner having given an opinion.</p>
<p>Justification:</p> <p>Approved by:</p>	



Decision **Discussion** **Information**

ITEM OBJECTIVE: The proposal is before the committee for decision on the proposed revisions stemming from the work of the GFC Executive Governance and Procedural Oversight Committee (GPO) to conduct a three-year review of the General Faculties Council (GFC) Terms of Reference (ToR) and Reapportionment Procedure.

DATE	May 15, 2023
TO	General Faculties Council
RESPONSIBLE PORTFOLIO	General Faculties Council (GFC)

MOTION:

THAT the General Faculties Council approve the proposed revisions to the GFC Terms of Reference as set forth in attachment 1, and receive for information the Reapportionment Procedure which has been reformatted for clarity, to take effect upon approval.

EXECUTIVE SUMMARY:

Proposed changes to GFC ToR:

- Mandate and Role – Alignment of language with the *Post-Secondary Learning Act (PSLA)* and addition of links to relevant resources and documents.
- Areas of Responsibility – Alignment with language in the Principles Documents for clarity and consistency.
- Composition – EXEC has not proposed any changes to the membership of GFC at this time. Editorial changes to the composition have been included to clarify the position of the Director of Extension who is no longer a Faculty Dean, to update full-time academic staff from category A and replace “faculty” with “academic staff” to align with the *PSLA*, and to divide the appointed members into categories.
- Delegated Authority from the Board of Governors – The Board will be asked to consider these delegations and whether they should be updated to align with current practices. For example, Faculties no longer have individual Immunization regulations and General Space Programs are no longer developed.
- Responsibilities Additional – Considered whether the first meeting in September is appropriate for budget information.
- Delegations from GFC – Updated language to refer to the *PSLA* and links added to the Principles and list of delegations.
- Communicating and Reporting – Addition of language from the *PSLA*.

Proposed changes to the Reapportionment Procedure:



ITEM NO. 9

The Reapportionment Procedure has been rewritten in plain language and reformatted for clarity. There are no changes to content.

Attachments

1. GFC ToR-Tracked Changes document
2. Draft and Current Reapportionment Procedure



SCHEDULE A:

Engagement and Routing

Consultation and Stakeholder Participation / Approval Route (parties who have seen the proposal and in what capacity) <[Governance Resources Section Student Participation Protocol](#)>

Those who are actively participating:

GPO - Apr 4, Nov 28, 2022, Jan 23, Feb 6, 2023, March 27, 2023, April 24, 2023

GFC Executive Committee - February 13, 2023, March 13, 2023, April 2, 2023, May 15, 2023

Those who have been consulted:

General Faculties Council - February 27, 2023, March 20, 2023 (Item deferred)

Online feedback available since February 27, 2023

Those who have been informed:

AASUA

Approval Route:

GFC Executive Committee (for recommendation) May 15, 2023

GFC (for approval) May 29, 2023

Supplementary Notes / Context:



1. Mandate and Role of ~~the Committee~~Council

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

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

- [Post-Secondary Learning Act](#)
- [GFC Meeting Procedural Rules](#)
- [Roles and Responsibilities of Members](#)
- [GFC and Committee Member Guidebook](#)
- [Board of Governors Principles Documents](#)

2. Areas of Responsibility

General Faculties Council (GFC) operates by authority of the *Post-Secondary Learning Act (PSLA)*. [According to the PSLA, GFC is responsible for the academic affairs of the university. The full list of GFC authorities is outlined in section 26, and GFC's responsibilities regarding Student Discipline are outlined in section 31. In addition to specified powers and authorities, GFC may also make recommendations to the Board of Governors on any matters considered by the General Faculties Council to be of interest to the university \(section 26\(1\)\(o\)\).](#)

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

- high level strategic and academic stewardship policy issues or matters of significant academic consequence to the University;
- alterations to the mandate, terms of reference, composition, or structure of a Standing Committee; [and](#)
- those ~~things which matters that~~ a Standing Committee, [body, or officer holding delegated authority from GFC](#) considers to be of major strategic significance to or long-term impact on the University; ~~those matters on which, in the opinion of a Standing Committee chair, there has been a strong division of opinion within the Standing Committee; and~~
~~issues in which there is a lack of clarity as to which Standing Committee is responsible.~~

3. Composition

Voting Members (158)

Statutory:

Ex-officio (26) – PSLA, Sec 23(a)

- President, Chair
- Vice-Presidents (5)
- Dean of each Faculty (~~18~~17)
- [Associate Vice President, Online and Continuing Education \(Director of Extension\)](#)
- Vice-Provost and Chief Librarian
- Vice-Provost and University Registrar

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

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

Elected Academic Staffmembers (52) – PSLA, Sec 23(b)

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

Appointed – PSLA, Sec 23(d):

[Ex-Officio and Affiliate Members \(8\)](#)

- [Vice-Provost and Dean of Students, or delegate](#)
- [3 College Deans](#)
- [President of AASUA](#)
- [President of NASA](#)
- [President of St. Joseph's College, or delegate](#)
- [Principal of St. Stephen's College, or delegate](#)

[Board of Governors Representatives \(6\)](#)

- [1 academic staff member, nominated to the Board by GFC](#)
- [1 academic staff member, nominated to the Board by AASUA](#)
- [2 undergraduate students, nominated to the Board by the Students' Union](#)
- [1 graduate student, nominated to the Board by the Graduate Students' Association](#)
- [1 non-academic staff, nominated to the Board by NASA](#)

Elected Students (52)

- undergraduate students (39)
- graduate students (13)

Elected Staff (11)

- [1 representative from Chairs' Council](#)
- [2 non-academic staff; elected by NASA, up to 1 may be from excluded category](#)
- [1 APO/FSO Representative, elected by AASUA](#)
- [2 Academic Teaching Staff \(ATS\), elected by AASUA](#)
- [3 library academic staff elected by the academic staff of the University Library](#)
- [1 Postdoctoral Fellow, elected by the Postdoctoral Fellows Association](#)
- [1 elected Management and Professional Staff \(MAPS\) representative, election conducted by University Governance](#)

Other appointees (25)

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

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

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

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

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

Non-voting Members

- University Secretary
- GFC Secretary

4. Delegated Authority from the Board of Governors

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

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

4.2 General Space Programs for academic units (sub-delegated to GFC Facilities Development Committee)

4.3 Proposals concerning the design and use of all new facilities and the repurposing of existing facilities

5. Responsibilities Additional to Delegated Authority

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

6. Delegations from General Faculties Council

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

6.1 ~~per section 26(3), The~~ the PSLA allows GFC to delegate its responsibilities to GFC standing committees and other persons. [Limitations to delegations of authority are outlined in GFC Committee Terms of Reference. Principles and s](#)pecific delegations from GFC are outlined in the following [documents](#):

- [Principles for GFC Delegation of Authority](#)
- [Principles for GFC Standing Committee Composition](#)
- [GFC Delegations of Authority List](#)
[GFC Delegations](#)

7. Limitations to Authority

GFC is subject to the authority of the Board of Governors

8. [Communicating Recommendations and Reporting](#)

[GFC recommendations to the Board of Governors are communicated by the Chair of GFC as per section 26\(2\) of the PSLA.](#)

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

9. Definitions

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

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

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

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

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

Repurposing – Significant changes to the use of a facility, as determined by the Vice-President (Facilities and Operations) or delegate.

University Facilities – All lands, buildings, and space owned, operated, or leased by or from the University of Alberta (as per UAPPOL).

10. Links

[Procedure for Reapportionment](#)

[GFC Apportionment Table](#)

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

Approved by General Faculties Council:

April 29, 2019

September 20, 2021

October 17, 2022

November 14, 2022

[Updated approval date](#)



The statutory members of General Faculties Council (GFC) are set out in the GFC Terms of Reference according to provisions in the *Post-Secondary Learning Act* (PSLA).

- Sections 23 and 24 of the *PSLA* determine the persons who are members of GFC by virtue of their office (ex-officio) and the number of academic staff members who are elected by their Faculty or School.
- Section 23 requires that the council of the students' association appoint two student members and that the graduate students' association appoint one student member.

As set out in section 25 of the *PSLA*, the statutory members have, in the past, decided to appoint additional members to the GFC composition. In 1971, they voted to include a number of elected student members equal to the number of statutory elected academic staff members on GFC. Undergraduate student members are elected by the students in their Faculty in an election conducted by the UA Students' Union. The Graduate Students' Association conducts the election of graduate student members.

Reapportionment of statutory academic staff members is conducted according to section 24 of the *PSLA*. The number of elected members per Faculty is determined based on the proportion of the total number of full-time academic staff in the Faculty to the total across all Faculties. Each Faculty has at least one academic staff member. Reapportionment of student seats is conducted in a like manner and each Faculty has at least one undergraduate student member.

Reapportionment is the responsibility of the GFC Secretary. The process is conducted every three years, or when the number of academic staff or students in a Faculty changes significantly, or when there is a change to the number of statutory ex-officio seats on GFC.

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REAPPORTIONMENT OF GENERAL FACULTIES COUNCIL (GFC)

INTRODUCTION

Sections 23 and 24 of the *Post-Secondary Learning Act (PSLA)* and General Faculties Council's (GFC's) own Terms of Reference govern the apportionment of faculty seats on GFC. The Secretary to GFC is directed to determine the number of members that may be elected by each Faculty which, so far as is reasonably possible, shall be in the same proportion to the total number of elected faculty members as the number of faculty members in each Faculty is to the total number of elected members in all the Faculties. It is, in effect, a "representation-by-population" system.

Undergraduate seats are apportioned in like manner.

In accordance with GFC regulations, Faculties with at least six (6) full-time faculty members must have a representative on GFC. In accordance with practice, all Faculties have at least one undergraduate student representative.

DETAIL

1. In accord with policy approved by GFC, reapportionment is normally done once every three (3) years:

*GFC Terms of
Reference
Section 2:*

"Reapportionment

On the direction of the General Faculties Council, from time to time the registrar [see below] shall

a. establish the total number of elected members to be on the general faculties council, which shall be twice the number of persons who are members of the general faculties council by virtue of their offices, and

b. determine and assign to each faculty and school the number of members that may be elected by that faculty or school, which so far as is reasonably possible shall be in the same proportion to the total number of elected members as the number of full time members of the academic staff of the faculty or school is to the total number of full time members of the academic staff of all the faculties and schools. (PSLA Section 24(2))

Responsibility for the reapportionment of GFC in practice resides with the Secretary to GFC.

Reapportionment of seats on GFC shall be completed every third year except when there has been a significant shift in faculty or student numbers or a change to the ex officio seats on GFC.(EXEC 13 FEB 1995)

There shall be at least one elected representative for every Faculty with a full-time instructional staff of 6 or more. (GFC 29 APR 1966)

Decision Discussion X Information

ITEM OBJECTIVE: To seek feedback from General Faculties Council on the draft institutional Strategic Plan for Research and Innovation (SPRI)

DATE	29 May 2023
TO	General Faculties Council
RESPONSIBLE PORTFOLIO	Vice-President (Research and Innovation)

EXECUTIVE SUMMARY:Background

The preparations for the development of an institutional strategic plan for research and innovation have been underway for nearly two years. A Working Group was convened in July 2021 by Vice-President (Research and Innovation) Aminah Robinson Fayek, comprised of two individuals from each of the three Colleges, representatives from the President's Office and External Relations, and all the Associate Vice-Presidents in the VPRI portfolio. The Working Group met regularly and produced an initial draft document for discussion by the group. Working in close collaboration with the President's Office and the Provost and Vice-President (Academic)'s Office as they led the consultations that will inform the University Strategic Plan (USP), the VPRI Office reviewed and addressed the feedback received from a small number of focus groups late last year who commented on the initial draft Strategic Research and Innovation Plan (SRIP). The SRIP Working Group then prepared a revised draft of the SRIP based on this preliminary feedback, and that document is currently undergoing widespread consultation.

Analysis / Discussion

While the Vice-President (Research and Innovation) portfolio has developed strategic plans in the past for its internal use, no comprehensive institutional strategic plan for research and innovation has been produced at the U of A. With the completion of the University's [Equity, Diversity and Inclusion](#) Strategic Plan and the Indigenous Strategic Plan [Braiding Past, Present and Future](#), and the development of the emerging University Strategic Plan, there was an excellent opportunity to highlight the importance of research and innovation in the University's mission and mandate through the creation of a strategic plan for these areas.

An [article](#) in The Quad on 6 April 2023 by Vice-President (Research and Innovation) Aminah Robinson Fayek provided this context for the development of the plan. "The comprehensive institutional *Strategic Plan for Research and Innovation* — the first to span our entire university — sets out a bold path to steward the growth and evolution of research, innovation and creative activities at U of A. The draft plan identifies research and innovation priorities for our university and highlights our proposed strategic vision and goals to:

- Focus on people and build talent;
- Support researchers with tools and infrastructure;
- Strengthen our research and innovation culture and broaden our impact; and
- Enhance our reputation as a global research and innovation leader.

These goals and priorities were identified and developed through consultation with our community and refined by a multi-disciplinary Working Group that started their work in July 2021. The plan recognizes the need to focus on targeted areas of research and innovation that will highlight our existing strengths and expand our capacity over the next five years, help implement the *One University* vision and enable us to support the growth of the people and the diverse communities with whom we engage.”

The feedback from General Faculties Council, comments received in numerous consultation sessions as well as information submitted electronically through the SPRI website, will all inform the final version of the Strategic Plan for Research and Innovation.

Next Steps

Consultation on the draft Plan is expected to be completed by mid June.

Supporting Materials: [Strategic Plan for Research and Innovation - For Consultation](#)

***See Schedule A for additional items to include if needed.**

SCHEDULE A:

Engagement and Routing

Consultation and Stakeholder Participation / Approval Route (parties who have seen the proposal and in what capacity) <[Governance Resources Section Student Participation Protocol](#)>

Those who are actively participating:

- Members of the University of Alberta community
- External Industry and Community Groups
- Government Partners

Those who have been invited to participate in consultation:

- University Research and Innovation Advisory Committee (URIAC, formerly URPC)
- Campus Saint-Jean
- Augustana Faculty
- Faculty of Native Studies
- Undergraduate and Graduate Students
- Postdoctoral Fellows
- College of Natural and Applied Sciences
- College of Social Sciences and Humanities
- College of Health Sciences
- Deans, Vice Provosts and Associate Vice-Presidents
- Indigenous Scholars
- Government Partners
- U of A Centres and Institutes Directors
- Industry and Community Partners
- Academic Planning Committee
- General Faculties Council
- Board Learning, Research and Student Experience Committee



- Board of Governors
- Senate Members

Those who have been informed:

- The Quad article on 8 April 2023 invited everyone to provide input into the consultation process

Approval Route:

Following the completion of the consultation and revisions to the draft document, the final version of the Strategic Plan for Research and Innovation will be presented to GFC and the Board in the fall of 2023

Prepared by Katharine Moore, Office of the Vice-President (Research and Innovation),
katharine.moore@ualberta.ca



FOR CONSULTATION

Strategic Plan for Research and Innovation

For Consultation
April to May 2023



UNIVERSITY
OF ALBERTA

Building on a Legacy of Great Discovery

For many decades, research, innovation and creative activities have been a cornerstone of the University of Alberta’s mission and identity. The dedicated researchers and innovators at our institution consistently produce knowledge that has enhanced our society, economy, and environment.

Our University was the site of the first successful open-heart surgery and home to Canada’s first organ transplant research group. We have been instrumental in giving rise to entirely new economic sectors by developing ways to separate oil from sand and through our work at the foundations and forefront of artificial intelligence and machine learning. Our inventiveness in using research outcomes to address key local and global challenges has made our University a hub for discourse on Indigeneity, food security, and social disparities.

Our research and innovation ambition

The University of Alberta is a leader of knowledge creation, inspiring solutions to complex challenges of local, provincial, national, and global importance through creativity, research, innovation, and higher education.

To build upon our leadership in these areas of strength and in emerging directions, we must be bold, deliberate, and focused in how we plan, organize and support our research and innovation ecosystem. The *Strategic Plan for Research and Innovation* is our five-year blueprint to do this.

Rooted in our deep history of knowledge generation and mobilization, the *Strategic Plan for Research and Innovation* structures our work in research and innovation to meet the realities of today and launch into future possibilities. It outlines how we will leverage our existing strengths and assets – and identifies clear choices to reinforce our ecosystem – to capitalize on major opportunities and ensure our talented researchers are enabled by the right tools, processes and culture to pursue their passions.

In so doing, the *Strategic Plan for Research and Innovation* helps us craft the next chapter in our University’s great legacy of discovery and impact.

Taking Stock of our Opportunities

Built through collaboration and consultation, the *Strategic Plan for Research and Innovation* envisions the future of research and innovation at the University of Alberta while remaining sensitive to the current needs of our ecosystem. This has enabled us to understand how to best pivot, invest, and focus to enhance our performance and achieve our collective ambitions.

In taking stock of our position, some key strengths and observations emerge:

Internationalization at the heart of research and innovation

The University of Alberta has more than 700 agreements with governments, universities, and other organizations in over 80 countries, including in low-to-middle income countries.

Our known research and innovation strengths

The University of Alberta is known for pioneering Indigenous pedagogical research, energy innovations, artificial intelligence learning and discoveries, life-saving vaccines and cell-based therapies, and agricultural breakthroughs.

- **Unique perspectives with a rich tradition.**

As the geographically northernmost U15 institution, our University offers a unique perspective in connection with a complex, biodiverse land and interconnected Peoples. Our location enables us to learn from and include the rich traditions of First Nations, Métis, Inuit, and all First Peoples of this place now called Canada.

- **Strong commitment to equity, diversity, inclusion, and decolonisation.**

Our University commits to centring principles of equity, diversity, inclusion, and decolonisation to maximize cultural safety and embrace diverse ways of knowing and learning. By embedding these principles in our day-to-day operations, we will stand out even further as a modern and inclusive university dedicated to bringing more people along.

- **Significant international connections.**

Over many decades, our University has expanded touchpoints with post-secondary institutions, research institutes, industry, and social innovation groups across the globe. We have a worldwide network of alumni and each year we welcome thousands more research students and trainees from around the world.

- **Established uniqueness and strength in key areas.**

Our University boasts global leadership and emerging strengths in several research areas – such as the transition to net-zero energy solutions, artificial intelligence and machine learning, virology and disease prevention, sustainable agriculture, Indigenous research, and transformative approaches to addressing social disparities. These areas of leadership offer a unique value proposition to potential research partners, funders, and those in diverse communities who benefit from our work.

- **New structures foster greater collaboration.**

The new Colleges and Faculties at our University offer great potential for identifying, nurturing, and seizing opportunities for enhanced multi-disciplinary collaboration – collaborations crossing traditional knowledge and disciplinary boundaries and exploring creative methodologies. The work of the Centres of Expertise in the Office of the Vice President (Research and Innovation) stands to be key in these efforts, through their provision of planning, pre-award, post-award, technology transfer, and general research-related support services.

Mobilizing for Maximum Impact



Roadmap for Research and Innovation:

- Focus on people and building talent
- Support our researchers with tools and infrastructure
- Strengthen our research culture and broaden our impact
- Enhance our reputation as a global research and innovation leader

The *Strategic Plan for Research and Innovation* brings greater focus and alignment to our research, innovation and creative activities. Through it, we seek to maximize our impact on the world around us.

We do this through deliberate investments and efforts – across all disciplines and domains – to enhance key drivers of a great research and innovation ecosystem. The Plan provides a roadmap to:

- focus on people and building talent;
- support researchers with tools and infrastructure;
- strengthen our research culture and broaden our impact; and
- enhance our reputation as a global research and innovation leader.

The result will be a prevailing climate that is highly supportive of modern researchers and contemporary research: one that fosters multi-disciplinary engagement; provides safety in the pursuit of various lines of inquiry; integrates principles of equity, diversity, inclusion, decolonisation, and reconciliation; and centres collaboration in the generation and dissemination of knowledge.

Ultimately, our University's researchers and innovators will be even better positioned to generate new discoveries and solutions that enhance our society, economy, and environment. Over time, the University of Alberta will solidify its international reputation of leading with purpose and addressing the major questions, challenges, and inquiries of our time.



Guiding Principles

Our guiding principles underpin everything we do, including the work laid out in this *Strategic Plan for Research and Innovation*. These principles are the foundation on which we operate:

- The University of Alberta is committed to **academic freedom**, where individual researchers determine their own research area, focus, and pursuits, which in turn are supported at the faculty, college and institutional level.
- **Research and creative activity** are the core focus and foundation of our university. They are the drivers of new knowledge and understanding that fuel applications, innovation, knowledge mobilization, technology transfer, and broad societal impact.
- Our research excellence is underpinned by the principle of **equity** and the practices of **inclusion** and **decolonisation**. By remaining accountable to these principles and practices, we strive to build a culture where **diversity** flourishes. We work in partnership to challenge the status quo with ethical integrity and social responsibility while upholding the primacy of academic freedom.
- We support **Indigenous initiatives, knowledges, communities, and research engagement**, and take steps to deliver on the Truth and Reconciliation Commission of Canada's Calls to Action.
- We are committed to **safe, responsible research, creative work, social and technological innovation, and commercialization** activities, regardless of disciplines and our partners' geographic locations.



Strategic Research and Innovation Goals

The Strategic Plan for Research and Innovation brings forward four goals, each underpinned by tangible objectives, tactics, and indicators. Together, they articulate how we will further focus, align, and enhance our research and innovation ecosystem to maximize our University’s impact on the world.

1. Focus on People and Building Talent

The pursuit of high-calibre research depends on our University welcoming and including high-calibre researchers, including students and other research trainees. To do so, we will create conditions that enable us to attract and support leading researchers, while also developing the leaders and innovators of tomorrow. This includes energizing our commitment to Indigeneity and equity, diversity, and inclusion through meaningful and sustained action and investments. We will nurture a research and innovation ecosystem that is more equitable and better positioned to explore issues from a wider range of lenses.

Objective #1

Support, attract and retain exceptional researchers to build on the research strengths of the University and contribute to a research ecosystem that leads with purpose.

TACTICS

1. Strategically orient the Canada Research Chair, Canada Excellence Research Chair, and other chair and research professorship programs to attract and retain world-class researchers in targeted areas of research strength and build institutional clusters of researchers.
2. Encourage and enhance inclusion of undergraduate and graduate students, post-docs, and other research trainees to develop exceptional researchers of tomorrow.
3. Promote the research strengths of the institution to targeted external researcher demographic groups, including equity-denied groups.
4. Encourage, create and sustain clusters of researchers in high-impact, funded research initiatives through collaboration among faculties, colleges and research institutes and centres.

KEY INDICATORS

1. Increase the number of Canada Research Chair and Canada Excellence Research Chair allocations to the institution per cycle by 40% from 15 to 21 by 2028.
2. Establish at least two clusters of researchers in high-impact collaborative, funded research initiatives per annum by 2028.

Objective #2

Enable our research ecosystem to support the representation of researchers from equity-denied groups proportional to the Canadian population, including Indigenous, women, Black, LGBTQ2S+, visible minorities or persons with disabilities or who identify as disabled.

TACTICS

1. Expand collaboration among the Office of the Vice-President (Research and Innovation), the Office of the Provost, faculties and colleges to create a funded pipeline of trainees and early career researchers from equity-denied groups to increase researcher and faculty diversity.
2. Engage programs such as [Indigenous-STEAM Pathways](#), the [ELITE Program for Black Youth](#), and [WISEST](#), and create other similar programs to expand research and training communities for equity-denied groups.
3. Create strategically designed workshops and training resources for targeted groups of researchers, including those from equity denied groups and early career researchers to develop and strengthen research leadership and management skills.
4. Through collaborations among the faculties, colleges and research institutes and centres, increase the number of qualified university researchers from equity-denied groups who lead or co-lead large-scale, collaborative, funded interdisciplinary research initiatives.
5. Align strategic allocations of Canada Research Chair, Canada Excellence Research Chair and other chair and research professorship positions to increase the number of recipient researchers from equity-denied groups.

KEY INDICATORS

1. Increase external funding that targets the hire of research trainees and research faculty from equity-denied groups by 30% by 2028.
2. Create at least three workshops per year, with accompanying resources, for researchers from equity-denied groups for research leadership and management skills development by 2028
3. Increase per capita funding held by researchers from equity-denied groups by 25% by 2028
4. Increase the number of University researchers from equity-denied groups who lead or co-lead large-scale, collaborative, funded research initiatives by 25% by 2028.



Objective #3

Engage and support diverse researchers from broad research areas and demographic groups to apply for internal and external research awards, to expand their national and international research profiles.

TACTICS

1. Actively deploy internal research award processes and policies, incorporating, where applicable, Indigenous worldviews and furthering the principles of equity, diversity and inclusion (EDI).
2. Recognize and celebrate community-engaged research, community-led research, intersectional research, and research with Indigenous communities.
3. Establish targeted internal awards to recognize and celebrate Indigenous scholars and scholars from equity-denied groups.
4. Establish internal awards to recognize and celebrate research scholarship in the areas of Indigenous-engaged research and EDI research.
5. Strengthen capacity for national and international research awards, ensuring that engagement and nomination processes are attentive to principles of Indigenous-engaged research and EDI.

KEY INDICATORS

1. Establish at least four new internal research awards to celebrate Indigenous and equity-denied scholars or research scholarship in Indigenous-engaged or EDI research by 2025.
2. Increase the number of successful national and international research awards by 25% by 2028.



Objective #4

Establish an integrated network of research support for Indigenous initiatives and equity, diversity and inclusion (EDI) in research and creative activities and in multi-disciplinary research initiatives.

TACTICS

1. Appoint an EDI specialist and create an EDI research Centre of Expertise in the Office of the Vice-President (Research and Innovation).
2. Appoint an Indigenous research specialist and create an Indigenous research and innovation Centre of Expertise in the Office of the Vice-President (Research and Innovation).
3. Develop and provide training and web-based tools on Indigenous initiatives and EDI to researchers as an integral element of transformative research grant and ethics applications.
4. Formally engage researchers on integrating Indigenous-engaged scholarship, research and relationships in relevant research grant and award applications.

KEY INDICATORS

1. Appoint EDI and Indigenous research specialists by 2026.
2. Develop and launch Indigenous-focused (or Indigenous-engaged) research training programming for researchers by 2024.
3. Develop and launch EDI training programming for researchers by 2024.



2. Support Researchers with Tools and Infrastructure

To sustain creativity and fuel discovery, talented researchers require high-calibre research spaces and supports. Our University will continue to provide a suite of research support services that effectively meet the day-to-day and strategic needs of researchers and innovators. This will better position them to secure funding, enter into partnerships, engage with communities, capitalize on research opportunities, and undertake impactful work in line with their research passions. We will also strategically build on our robust research infrastructure to ensure researchers and innovators across all disciplines benefit from high quality spaces and tools, including creative and artistic workspaces, data systems, lab equipment, computing power, and other necessary technologies.

Objective #1

Develop streamlined and co-ordinated institutional processes for integrating and supporting operations and the expansion of shared institutional infrastructure for research and creative activities.

TACTICS

1. Strategically guide the institutional creation, operation and financial sustainability of core and shared research and creative activity infrastructure.
2. Develop an integrated and informed approach and initiatives for identification, alignment, support and resourcing of renewal and expansion of existing core research and creative activity infrastructure
3. Expand and diversify funding to support infrastructure expansion and renewal, towards establishing institutional core and shared research and creative activity infrastructure.
4. Develop institutionally harmonised operations of stand-alone infrastructure and core facilities such as the small animal services facilities and shared computational facilities for research and innovation.
5. Implement effective models for financial sustainability and regulatory processes for animal welfare, research ethics, and clinical trials to ensure proper operations and compliance.

KEY INDICATORS

1. Increase annual sponsored research revenue for infrastructure from the Canada Foundation for Innovation by 50% from \$20M to \$30M by 2028.
2. Increase institutional funding envelopes and allocations received from Canada Foundation for Innovation programs by 20% from \$76M to \$90M by 2028 for every 3-year cycle.
3. Increase the success rate of the Innovation Fund program from the Canada Foundation for Innovation by 20% from 45% to 55% by 2028.
4. Increase annual institutional funding received from research infrastructure grant programs, other than from the Canada Foundation for Innovation, by 50% from \$10M to \$15M by 2028.
5. Launch a functional, searchable database of research resources by 2025.
6. Create and implement guidelines to establish and support institutional core and shared research infrastructure by 2025.

Objective #2

Strengthen guidelines and develop knowledge base for research-related administrative, financial and infrastructure operations and liability, as well as occupational health and safety compliance activities.

TACTICS

1. Develop communication and training assets for researchers and trainees, especially early career researchers.
2. Improve, co-ordinate and expand institutional researcher onboarding and support processes for administrative, operational, facilities, safety and financial matters.
3. Develop researcher satisfaction studies for feedback to improve guidelines and operations.

KEY INDICATORS

1. Develop targeted research communications assets by 2024.
2. Develop and implement researcher satisfaction surveys by 2024.

Objective #3

Develop and expand robust and secure safeguarding research systems, including data storage, data exchange, and data management systems.

TACTICS

1. Strategically integrate institutional safeguarding research, technology transfer protocols, Intellectual Property protections and research data management processes to secure research knowledge systems.
2. Implement institutional processes and systems to help safeguard research, data and technology transfer, and Intellectual Property.
3. Develop an inventory of resources and create documented processes and tools to evaluate and mitigate the risks of unauthorised disclosure of research information and data.
4. Develop a functional, searchable database with research proposal development resources, grant examples and templates for researchers, trainees and innovators.

KEY INDICATORS

1. Implement a research data management plan by 2024.
2. Appoint a Safeguarding Research Specialist by 2023.

Objective #4

Enhance development and expand access to high-performance computing and research information management system infrastructure locally, regionally and nationally.

TACTICS

1. Align existing and emerging research priorities with access to high-performance computing resources.
2. Lead development of information technology and library support platforms for research information management.
3. Leverage existing national research data repository platforms to expand access and sharing of research data.

KEY INDICATORS

1. Identify and implement suitable support platforms for high-performance computing by 2025.
2. Identify and implement research information management systems and implement government research data repository and open access requirements by 2026.



3. Strengthen Our Research Culture and Broaden Our Impact

Stemming from our world-class people and enhanced supports, we will continue to infuse a research and innovation culture across the University. To nurture this culture, we will help researchers and innovators embrace a multitude of ways of thinking, knowing, doing, and relating. We will continue to create conditions that encourage multi-disciplinary engagement while fostering sole investigator-driven research activities. We will also work to showcase and celebrate the impacts of our research discoveries, creative activities, and relationships – and the people behind them. These impacts will expand academic thought, influence research paradigms, and contribute to better practices and public policies. They will continue to foster diverse, equitable, and sustainable social and technological innovation in communities, society, the economy, and the environment.

Objective #1

Build a centralized research-driven and innovation ecosystem that brings together existing scholarly networks, multi-disciplinary research work, entrepreneurial endeavours and knowledge mobilization activities from across the institution.

TACTICS

1. Use outcomes from entrepreneurial, socially and technologically innovative, creative, and other impactful forms of research activities occurring in the institution and with external communities to enhance our innovation ecosystem.
2. Formulate and support formal training programs and activities for researchers in innovation and entrepreneurial initiatives, knowledge mobilization, and community-engaged research activities.
3. Connect commercialization assets in core and innovation facilities in a cohesive institutional network.
4. Co-ordinate and strategically communicate the institution's innovation supports and services through centralized communication tools.
5. Promote and showcase commercialization and innovation, and broadcast stories.
6. Engage and connect diverse funding sources to support innovation, including social innovation, commercialization, mentorship, upskilling, experiential learning and training through interdisciplinary entrepreneurial and socially innovative research.
7. Develop innovation, commercialization and social impact annual reports for broad dissemination to internal institutional and external stakeholders.

KEY INDICATORS

1. Develop and launch the Research and Innovation website by 2024.
2. Create an online searchable database platform of all commercialization and social innovation initiatives by 2024.
3. By 2028, apply for four institutionally-led funding opportunities that prominently feature social innovation, commercialization, upskilling, experiential learning, and training (e.g., via MITACS or the Alberta 2030: Building Skills for Jobs strategy).
4. Starting in 2024, issue an annual survey to measure impact and significance of innovation in researchers' work, collaborations, and partnerships with at least 70% response rate.

Objective #2

Establish an Innovation Fund to provide risk capital to support high-growth innovation, knowledge creation, and entrepreneurial initiatives developed and led by institutional researchers.

TACTICS

1. Strategically invest risk capital from the Innovation Fund in business startups by leveraging innovation, knowledge creation, artistic, and entrepreneurial activities developed by researchers.
2. Provide proposals and pitches to the Innovation Fund managed by an independent investment committee to generate a continuous, filtered, and developed pipeline through various development and support pathways.
3. Use the Innovation Fund to support mobilization of research, innovation, and creative and artistic activities and initiatives to commercialization or community implementation programs.
4. Use the Innovation Fund to develop companies for scale, and reinvest financial gains in the institution, highlight best practices, and contribute to further research and innovation.

KEY INDICATORS

1. Launch the Innovation Fund to directly invest in startups from early stage concepts (pre-seed) to the first stage of company creation (Series A, \$150K - \$2M) by 2028.



Objective #3

Translate and mobilize innovation, knowledge, and entrepreneurial research to enable and support formation of public, private, and community partnerships.

TACTICS

1. Build partnerships with municipal, provincial and national governments, Indigenous nations, not-for-profit organizations and the private sector to collaboratively develop and implement innovative, creative, artistic, entrepreneurial and commercial solutions to shared challenges.
2. Align and mobilize the institution toward experiential learning and skills development through research with expanded funding opportunities for industry and community-based training.
3. Involve industry, community partners, and commercialization pre-accelerators and accelerators in institutional major initiatives, and connect these initiatives with funding for social innovation and commercialization.
4. Integrate institutional commercialization assets into a cohesive network that will be a major player in the external innovation ecosystem of Alberta and Canada.
5. Mobilize institutional commercialization activities by streamlining all new intellectual property and commercialization policies and processes.
6. Showcase our artwork, creative artistic performances, and collections locally, provincially, nationally, and globally.
7. Develop relationships and collaborate with Indigenous, Northern, and equity-denied communities and civil society organizations to define and stimulate community-driven and community-led research and implementation programs.

KEY INDICATORS

1. Develop or participate in three major initiatives per year relating to innovation with government, community or private sector partners by 2028.
2. Increase sponsored research revenue from programs that support experiential learning and skills training through research, such as MITACS funding, by 50% from \$8M to \$12M by 2028.
3. Increase annual funding to support mobilization of research into entrepreneurial and community spaces by 25% by 2028 by engaging with programs such as NSERC Idea to Innovation grants, MITACS Accelerate Entrepreneur grants, and not-for-profit organization grants.
4. Issue at least four targeted calls for funding per year across the Colleges and Faculties to encourage grant applications on innovation.
5. By 2028, support at least two Indigenous-led and institutionally led initiatives that define and stimulate community engaged research and impact.

Objective #4

Recognize, celebrate, reward and communicate all forms of innovation, entrepreneurship and creative and artistic work and their impact.

TACTICS

1. Develop and deliver regular institutionally led innovation workshops.
2. Create events to celebrate innovation awards and showcase researchers.
3. Draw from existing initiatives, hubs and teams to create forums for researchers and university innovators to deliver innovation narratives.
4. Incentivize innovation, entrepreneurship, commercialization and creative activities through a framework of financial support and a reward system.
5. Collect and disseminate innovation, entrepreneurship, commercialization and knowledge mobilization metrics and accomplishments.
6. Develop entrepreneurship sabbaticals and release opportunities for researchers and innovators to facilitate and reward entrepreneurship and commercialization activities.

KEY INDICATORS

1. Organize five thematic innovation workshops annually by 2028.
2. By 2028, support course release for research professors by leveraging course releases offered by colleges and/or faculties for innovation, entrepreneurship and creative and artistic work activities.



4. Enhance the University of Alberta's Reputation as a Global Research and Innovation Leader

Claiming our place amongst the world's top research universities will require us to be clear about and broadly showcase our distinguishing work in areas of global excellence and emerging strength. We will do this by deliberately building high-priority collaborative opportunities across our University, in ways that wisely leverage sole investigator-driven research activities and encourage the formation of multi-disciplinary, diverse research teams. We will also strategically enhance our external engagement with funders and potential research partners and community groups and strengthen our involvement in international research networks.

Objective #1

Ensure leadership and sustainability of existing areas of research strength, innovation and creative activity, while building areas of emerging strength.

TACTICS

1. Prioritize multi-partner, multi-institutional and international collaborative research and funding initiatives that target existing areas of strength.
2. Align research chairs and allocations for infrastructure funding with areas of research strength, innovation and creative activity.
3. Leverage the college model to conceptualize and lead large-scale, collaborative, multi-disciplinary research initiatives.
4. Build high-priority collaborative opportunities across the academy with a focus on sole investigator-driven research activities, formation of multi-disciplinary and diverse research teams, training, and translation of skills to address major shared challenges with the public and private sectors, and civil society.
5. Leverage the strength of centres and institutes across the academy to address specific multi-disciplinary research and training challenges, priorities or funding calls.
6. Strategically mobilize University resources to increase and leverage large-envelope research funding from diverse sources, including the Tri-Agency federal research councils, research infrastructure sponsors, government agencies and ministries, philanthropic, civil society, and community organizations, international organizations, and the private sector.
7. Strengthen institutional capacity for large-scale funding initiatives by expanding per capita funding secured by individual researchers.

KEY INDICATORS

1. Increase annual sponsored research revenue from \$550M to \$650M by 2028.
2. Establish at least four large-scale, college-led, collaborative, multi-disciplinary research initiatives per annum.
3. Become one of top three ranked U15 universities in annual sponsored research revenue by 2033.
4. Become one of the top 50 internationally ranked universities by 2033.

Objective #2

Strategically align existing and emerging areas of strength considering evolving institutional, government, community, and societal priorities.

TACTICS

1. Prioritize areas of strength to support rapid response to evolving institutional and external priorities.
2. Use data from government, institutional and external research performance metrics, as well as diverse technical and economic data analyses to inform prioritization of the areas of strength.
3. Establish a strategic research initiatives fund to support and leverage areas of research strength, innovation and creative activity, and increase sponsored research funding.
4. Create strategic advisory groups of institutional, national and international experts.

Objective #3

Strengthen our participation in key municipal, provincial, national, and international research networks.

TACTICS

1. Secure membership and committee participation in recognized networks that align with institutional areas of current and emerging research strengths, such as the Global Alliance of Universities on Climate.
2. Collaborate with all levels of government on priorities of interest to government and the institution and leverage government funding support to build municipal, provincial, national, and international partnerships.
3. Integrate international institutional partners in large-scale multi-disciplinary research initiatives and funding opportunities.
4. Sustain participation in key international research networks by aligning our participation with institutional priorities and securing external funding.
5. Increase annual funding received from government and private sources and programs, including those that currently target national and international collaborations such as [Social Sciences and Humanities Research Council Partnership Grants](#), [Horizon Europe](#), [New Frontiers in Research Fund \(international stream\)](#), [Natural Sciences and Engineering Research Council of Canada Alliance International](#), [NSERC CREATE with the German Deutsche Forschungsgemeinschaft](#), [Mitacs](#), and [International Development Research Centre](#).

KEY INDICATORS

1. Secure membership in at least six international networks by 2028.
2. Increase annual sponsored revenue for international research activities by 30% from \$20M to \$26M by 2028.

Objective #4

Build or expand relationships with research experts from developing countries and emerging market economies through international research collaborations, drawing on existing relationships with research experts from developed countries.

TACTICS

1. Expand international research partnerships with institutions in developed countries.
2. Mobilize research activities and outcomes informed and led by researchers from developing countries and emerging market economies to benefit their economies and societies.
3. Use an institutional bilateral priority research partnerships approach to create funded collaborations with international institutions and researchers, especially those in developing countries and emerging market economies in Africa, Asia, and the Americas.

KEY INDICATORS

1. Create at least five new bilateral research partnerships with institutions in developing countries and emerging market economies by 2028.
2. Include an institution from a developing country and emerging market economy in each large-scale funded collaborative research initiative undertaken with existing international partners from developed countries per annum by 2028.



Objective #5

Broaden the reputation of the University of Alberta in municipal communities, provincially, nationally, and globally through targeted communications and promotional activities.

TACTICS

1. Targeting local communities, provincial, national and international markets, celebrate and highlight institutional strengths and accomplishments in key research priority areas through digital marketing and promotional assets.
2. Showcase researcher participation and funding data.
3. Strategically integrate research funding metrics, including the number of funding proposals and successful funding applications to support engagement with institutional and external communities.
4. Disseminate biannual research outcomes, including those relating to research funding and institutional ranking.
5. Develop monitoring and reporting mechanisms to track the net flux of academic positions at every career level.
6. Measure and communicate the impact of research, innovation and creative activity.
7. Expand institutionally co-ordinated visits to international priority partners and other emerging or potential partners annually to promote our research brand and build relationships.

KEY INDICATORS

1. Establish 12 international research priority partners by 2028.
2. Conduct at least 12 annual visits to international research priority partners and other emerging or potential partners by 2028.



Priorities for Maximum Impact

Prioritizing with inclusion

Our University values and is committed to supporting high-calibre research and creative activities across all disciplines, despite having to establish priority areas.

To the greatest extent possible, investments and initiatives will be designed in ways that energize the priority areas while enhancing research and creative activities across our institution.

As a comprehensive research university, we are proud of our commitment to high-calibre research and creative activities across all disciplines. Our University has opportunities to harness this robust body of scholarship in ways that capitalize on areas of opportunity in research and innovation.

These serve as priority areas for investments and initiatives to significantly enhance capacity and multi-disciplinary collaboration. They represent areas of research and innovation for which we are best known and where we can maximize our impact on Alberta, Canada, and the world.

These priorities emerge under two distinct themes:

- **Global Excellence**, in areas where our University has broad and deep institutional strength and
- **Growth**, in areas of emerging leadership that will continue to position the University of Alberta as a top global research institution.

GLOBAL EXCELLENCE



GROWTH



Global Excellence

Energy Solutions

Energy systems, resilience, and climate change mitigation

Our deep and renowned expertise in energy has taken on new significance in the face of the global climate emergency. It is a challenge that demands innovative solutions for stable, reliable energy in a “net-zero emissions” paradigm.

Our researchers are at the leading edge of discovering the technologies to produce, store, transport and deliver cleaner, reliable energy sources in ways that drive us to net-zero emissions and help meet global climate change commitments. Importantly, this research is occurring across the continuum of energy systems – from production, through transmission, storage, and consumer use.

This includes work to enhance the efficiency and sustainability of conventional energy sources, and innovations to help realize the full potential of sustainable energy sources. It also includes robust social science research to address policy and regulatory issues and explore the unique implications of energy transition alongside diverse peoples and communities, including Indigenous communities.

Research and innovation directions in energy systems include:

- Discovery, development, and translation of resilient renewable energy technologies and energy transition solutions, including hydrogen, wind, solar, geothermal, and biomass fuel sources.
- Development of new methods and technologies for efficient use of conventional energy sources, reducing greenhouse gas and carbon emissions, and supporting carbon capture, utilization, and storage.
- Climate change and addressing energy systems impacts, their consequences, and their causes.
- Northern cold-affected climates by addressing energy systems in climates with below freezing temperatures many months of the year.
- Broadening our understanding of the social implications of energy use and transition to a net-zero economy.

Impact in Energy

- One of the top 10 universities for energy systems research.
- Ranked as one of the top 50 academic institutions for energy and climate subjects.
- First to discover technology to unlock bitumen from oil sands.
- More than \$1B invested in over 170,000 m² of energy research infrastructure.
- UofA researchers inform policies such as *Alberta’s Hydrogen Roadmap*.

Artificial Intelligence

Artificial intelligence, machine learning and data science

Excellence in Artificial Intelligence

- First to launch a computing science department in Canada.
- For more than 30 years, ranked top 3 institution globally for artificial intelligence and machine learning.
- Houses 1 of 3 of Canada's national artificial intelligence hubs.
- Nearly 40 CIFAR AI Chairs.
- Nearly \$100M in funding for AI since 2017.

Over the past three decades, our institution has existed at the forefront and created the foundations of global research in artificial intelligence (AI) and machine learning. Already, our University's innovations in AI and machine learning have made key contributions to reinforcement learning, video game design, medical informatics, precision health imaging and diagnostics, smart prosthetics and robotics, automated legal reasoning, financial forecasting, smart agriculture tools, optimization of oil and gas recovery, and water treatment.

Importantly, these inquiries also extend to exploration of the social, cultural, economic, ethical, and privacy implications of AI, machine learning, and data science. We will continue to lead discourse around how these technologies will interact with diverse peoples, including the incorporation of Indigenous worldviews and epistemologies.

Research and innovation directions in artificial intelligence include:

- Advancing applications of artificial intelligence to autonomous systems, space technologies, smart buildings and cities, quantum technologies, smart agriculture, and health.
- Integrating artificial intelligence, machine learning, and data science for autonomy, adaptability, and reliability of net-zero energy systems.
- Analyzing the intersectional, social, cultural, ethical, and educational impact of artificial intelligence, including the ways in which it shapes race and gender relations, equality, and diversity.



Health and Well-Being

Health, disease prevention and life-course approaches to care and well-being

Accomplishments in Health

- 2020 Nobel Prize Laureate in Medicine, Dr. Michael Houghton, for discovery of the Hepatitis C virus.
- More than \$130M for the Li Ka Shing Institute of Virology.
- More than \$100M in research funding for Precision Health, intelligent medical devices, and therapeutics.
- Leader of the \$80.5M Canadian Critical Drug Initiative to create 1000 high-paying pharmaceutical jobs.
- More than \$100M for the Women and Children's Health Research Institute.

Our University's health research and innovation goes beyond traditional definitions of health, to a "health plus" focus that recognizes interfaces with the environment, energy, food security, agriculture, and physical activity. We are a leader in integrating social determinants of health, such as income, education and social status, access to nutritious food, physical activity, housing, and employment, into scholarly discourse and actionable interventions to address health inequities. Our work in life-course approaches to advance the health and well-being of children, women, aging, and elderly populations is internationally recognized.

Our University is renowned for research leadership and innovation excellence in virology, vaccines, cell-based therapies, and small molecule therapeutics. With this incredible and versatile bench strength, our University is ready to respond to an array of public health issues and threats, including emerging pathogens. Our deep expertise in clinical trials, translational research will bolster our impact in areas such as disease management and prevention, biomedicine, and next-generation therapies.

Research and innovation directions in health and well-being include:

- Expanding community-engaged research, interventions, and intergenerational health literacy through an intersectional lens to advance the health and wellbeing of underserved populations through life course perspectives.
- Discovery and development of new vaccines, cell-based therapies, and small molecule therapeutics and pharmaceuticals.
- Accelerating cutting-edge research in "big data", artificial intelligence, and digital health.



Growth

Indigenous Research

Indigenous Research, Community Engagement, and Relationships

Community through Indigenous Relationships

- More than 50 years of education and research in Indigenous Teacher Education.
- 40 years of excellence in Indigenous Studies research
- Numerous Indigenous-led and Indigenous-engaged community research initiatives.
- \$24M Ārramāt Project supporting health and well-being of Indigenous communities and environments.
- Growth in number of Indigenous doctoral research students.
- Home of more than three institutional and affiliated institutes and centres and initiatives dedicated to Indigenous research.

The University of Alberta views research, creative activities and innovation as opportunities to meaningfully build relationships and engage with First Nations, Inuit, and Métis Peoples. This vision is strengthened by *Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan*, an Indigenous-led and Indigenous-written five-year plan that outlines how Indigenous Peoples, languages, cultures and worldviews are reflected in everything our University does.

Through the creation of an Indigenous Research Strategy Task Force led by the Vice-Provost (Indigenous Programming & Research) and scholars engaged with Indigenous communities, and informed by the voices of Indigenous community members, particular attention is being given to issues of intellectual property, research data management, data sovereignty, and the creation of a research ethics framework based in Indigenous Knowledges. As we respond to reconciliation calls framed around supporting the research priorities of Indigenous Peoples and communities, our University has expanded Indigenous resiliency and resurgence research to resist narratives of Indigenous deficiency and disappearance. Our institution is recognized for long-term excellence in research and teaching, with programs that place Indigenous self-determination at the core of theory, research, and technology development.

Building on these initiatives and accomplishments, our University is forging a path to strengthen international recognition of our excellence in Indigenous research, Indigenous-led and community-engaged initiatives, and theoretical and methodological innovations. Through collaborative partnerships with Indigenous communities and multi-disciplinary research programs, the University of Alberta will excel as an engaging, inclusive leader in decolonial and anti-colonial research, championing Indigenous leadership and self-determination in research and innovation.

Research and innovation directions in Indigenous research include:

- Ensuring Indigenous-led research capacity development and support for initiatives that promote Indigenous self-determination and positively impact Indigenous community well-being.
- Encouraging and resourcing ethical Indigenous community engagement and research.
- Broadening the capacity and impact of Indigenous research in both existing and new initiatives.

Agriculture and Food

Sustainable agriculture, food security, and animal science

Growth in Agriculture

- More than 100 years of training and research in agriculture.
- Leading innovation in 5G living lab and smart agriculture.
- We are ranked in the top 10 globally for UN Sustainable Development Goals for Zero Hunger and Life on Land.
- Our forestry school is ranked in the top 5 globally.
- The University is leading growth in digital and cellular agriculture research and innovation.

The University of Alberta is a leader in innovative agriculture, food systems, and animal science. Research in environmentally sustainable resource development and management underpins our strength in climate-friendly agriculture and food, including activities around natural resources, water, soil, biodiversity, forest and land use management, ecosystem services, cropping systems, and livestock. Our multi-disciplinary approach has allowed us to tackle major national challenges to optimize sustainable use of rangelands, develop technologies (e.g., “omics”), including digital technologies to create smart agriculture systems, develop new value-added oils for health, and drive innovation in Alberta’s world-recognized beef and canola sectors.

We will continue to use our expertise to shape public policy and clinical practice, such as policies to promote provision of safe, healthy, and nutritious food to children and in school food environments and defining nutritional requirements for different population groups through an intersectional lens. Across the institution, multi-disciplinary teams explore the role of gender on food security in Canada and in the Global South, while others create research frameworks to focus on sustainability and food sovereignty and security in Indigenous and rural communities.

Research and innovation directions in agriculture and food include:

- Creating solutions for resilient food systems that will improve the health of individuals, enterprises, and communities.
- Developing value-added products built on sustainability principles for climate-friendly economies in collaboration with local communities.
- Using artificial intelligence and digital technologies to create next generation smart agriculture and food systems, and advance forest and land use management.
- Advancing the future of food from petri dish to protein, to new industries and new sustainable, climate smart options for consumers through cellular agriculture.



Reducing Social Disparities

Transformative approaches to social disparities in the 21st century

Social Responsibility through Research

- The University is a top 11 global leader in achieving the UN's Sustainable Development Goals.
- Long-term multi-million funding and multiple awards for excellence in the history of race, gender, and colonialism.
- More than 1500 trainees involved in community service learning and research.
- Significant growth in energy policy research, health law, and criminal justice and injustice.
- Multiple Canada Research Chairs in Critical Disability Studies, Feminism and Intersectionality, Deaf Education, Politics of Citizenship and Human Rights, and Educational Measurement.
- Internationally-recognized centres and institutes dedicated to people, community, and change.

Exploring what it means to live, learn, work, express ourselves and advance social change in the twenty-first century drives University of Alberta researchers engaged in critical, creative and empirical research. Across many fields of inquiry, we are tackling challenging questions about the diversity and interconnectedness of the human condition, through the interpretation of cultural, historical, literary, political, religious and social narratives, and by understanding societies through their legal traditions, organizational structures, pedagogical practices, and creative and performing arts.

There has never been a more urgent need for artistic, cultural, educational, legal, organizational and social expertise to address global conflicts, violence, and ongoing colonialism. Intersections with environmental and health crises, growing racism, high levels of transphobia, persistent gender inequities, and other forms of societal injustices, complicate the picture.

Against this backdrop, our University has substantial growing excellence in the development of transformative approaches to address and reduce social disparities. Through our creative practices, critical analyses, and local, provincial, national, and international community-based interventional research, we will continue to explore and implement social improvements for individuals and communities, as well as the cultural, educational, economic, and legal institutions that organize and serve them.

Research and innovation directions in reducing social disparities include:

- Advancing knowledge, social innovation, and public policy to tackle inequities and better address intersectional forms of social oppression.
- Deepening community-engaged research commitments, methods, and impacts to collaboratively right social inequities.
- Engaging interdisciplinary, arts-based, and social science expertise necessary to effectively address complex human behaviours in the face of the global climate crisis.
- Developing international partnerships for further research and solutions in support of the UN Sustainable Development Goals that aim to confront the most pressing issues affecting our world today.

Conclusion

Through decades of research and creative activities across a wide range of disciplines, the University of Alberta has built a proud and impressive legacy of discovery. It is a legacy that has been fashioned through the curiosity, dedication, and tenacity of high-calibre researchers and a fervent belief in the power of new knowledge.

Now, our University will wield these strengths to even greater effect – to maximize our impact, for the betterment of Alberta, Canada, and the world. Energized by a more focused and aligned research and innovation ecosystem, and an ongoing commitment to multi-disciplinary collaboration, we will pursue a new chapter in our legacy of great discovery and impactful innovation.

Strategic Plan for Research and Innovation Working Group

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Vice-President
(Research and Innovation)

André McDonald

Associate Vice-President
(Strategic Research Initiatives and Performance)

Jason Acker

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(Research Integrity Support)

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Kelly Spencer

Associate Vice-President
(VER Development and Alumni Relations)

Catherine Swindlehurst

Former Chief Strategy Officer,
Office of the President

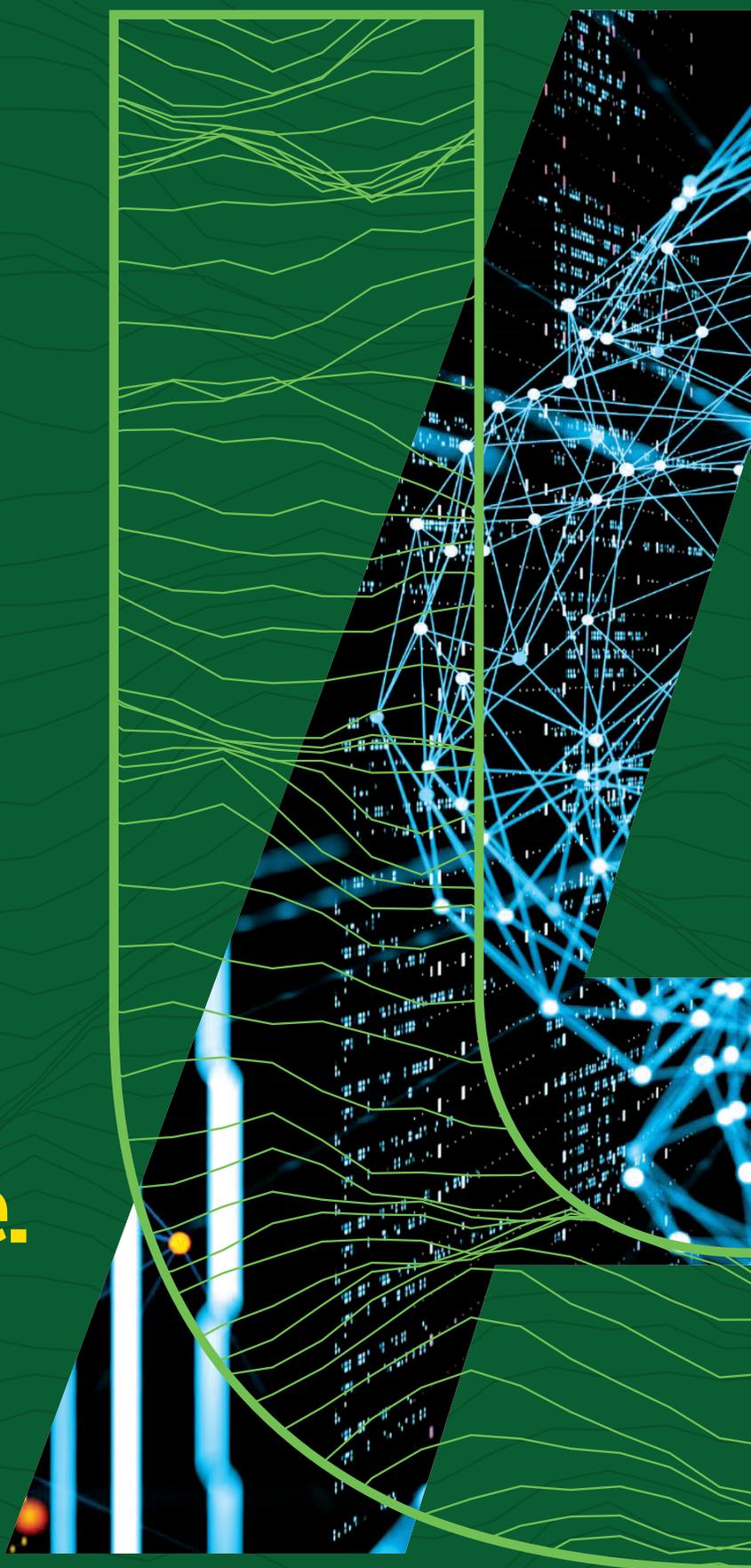
Ying Tsui

Professor,
Faculty of Engineering

**Leading
with Purpose.**



**UNIVERSITY
OF ALBERTA**





General Faculties Council Standing Committee Report

GFC Executive Committee

- Since last reporting to GFC, the GFC Executive Committee met on May 15, 2023.

May 15, 2023

- Items Recommended With Delegated Authority
 - Proposed Changes to the GFC Terms of Reference
- Items Discussed
 - Clean Air Strategy
 - Update on the work of the Committee on the Documentation of Indigeneity

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:

W Flanagan, Chair

GFC Executive Committee

General Faculties Council Standing Committee Report**GFC Academic Planning Committee**

1. Since last reporting to GFC, the GFC Academic Planning Committee met on May 3, 2023 and May 17, 2023.
2. Items Recommended to the Board Finance and Property Committee for approval

May 17, 2023

- Revised Consolidated Budget Fiscal Year 2023-2024

3. Items Approved with Delegated Authority

May 3, 2023

- Institute for Intersectional Research

May 17, 2023

- Water Research Centre

4. Items Discussed

May 3, 2023

- University Strategic Plan
- Graduate Studies Yearbook: Enrolment Data and Updates from FGSR, 2022-2023

May 17, 2023

- Budget Model 2.0 Update
- Quality Assurance (QA) Suite of Activities: 2020-2021 Excerpted QA Reports
- Stories from the Field: Reporting on Equity, Diversity, and Inclusion in Action
- Centres and Institutes 2022 Annual Report to APC
- Strategic Plan for Research and Innovation (SPRI)

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:
Verna Yiu, Chair
GFC Academic Planning Committee



General Faculties Council Standing Committee Report

GFC Programs Committee (PC)

1. Since last reporting to GFC, the GFC Programs Committee met on May 18, 2023. The April 13, 2023 meeting was cancelled.

2. Items Approved with Delegated Authority from GFC
 - Course, Minor Program, and Minor Regulation Changes
 - Arts
 - Business
 - Education
 - Law
 - Medicine and Dentistry
 - Nursing
 - Rehabilitation Medicine
 - Science
 - Faculty of Science Exploration Credits Course Exclusions
 - A. Chemistry
 - B. Mathematics and Statistics
 - C. Computing Science
 - D. Earth and Atmospheric Studies
 - E. Biological Sciences
 - F. Psychology
 - G. Faculty of Science
 - Faculty of Native Studies Exploration Credits Course Exclusions
 - Faculty of Medicine and Dentistry Exploration Credits Course Exclusions
 - A. Biochemistry
 - B. Cell Biology
 - C. Neuroscience and Mental Health
 - D. Physiology
 - E. Pharmacology

3. Items Recommended to GFC
 - Undergraduate Embedded Certificate Framework
 - The committee reconsidered their previous recommendation in light of the additional consultation and associated revisions and recommended the updated version of the Framework.



4. Items Discussed

- Quality Assurance (QA) Suite of Activities: 2021-2022 Excerpted QA Reports from the Arts; Faculty of Medicine and Dentistry; Faculty of Native Studies; Faculties of Science and Medicine and Dentistry
- External Programs for Review and Programs in Progress on Campus: Standing Item

Terms of reference and records of meetings for this committee are available here:

https://www.ualberta.ca/governance/member-zone/gfc-standing-committees/index.html#GFC_PC

Submitted by:

Janice Causgrove Dunn, Chair
GFC Programs Committee

General Faculties Council Standing Committee Report**GFC Committee on the Learning Environment**

1. Since last reporting to GFC, the GFC Committee on the Learning Environment met on September 28, 2022, October 7, 2022 (eVote), October 26, 2022, November 30, 2022, February 8, 2023 (Special meeting), January 25, 2023, March 29, 2023 and April 26, 2023.

2. Items Recommended to General Faculties Council for approval

October 7, 2022 (eVote)

- Revisions to Examination Procedures and Deferred Exam Procedures in the 2023-2024 University Calendar

March 29, 2023

- FGSR Graduate Exams Teleconferencing

April 26, 2023

- FGSR Graduate Exam Committee Membership

3. Items Approved with Delegated Authority

April 26, 2023

- Revised UAPPOL Student Input to the Evaluation of Teaching and Learning Procedure

4. Items Discussed

September 28, 2022

- Revisions to Examination Procedures and Deferred Exam Procedures in the 2023-2024 University Calendar
- Student Accessibility Assessment Project Report

October 26, 2022

- Moving in Truth Towards Reconciliation

November 30, 2022

- Indigenizing Curricula and Pedagogies - Moving in Truth Towards Reconciliation
- Teaching, Learning and Evaluation Policy Revised Appendix A: Student Perspectives of Teaching (SPOT) Survey
- Report of the Equity, Diversity, and Inclusivity Review of Teaching Awards Working Group

January 25, 2023

- The Learning Environment and the Indigenous Student Success Survey (2021) Report March 2022
- Teaching, Learning and Evaluation Policy Revised Appendix A: Student Perspectives of Teaching (SPOT) Survey

- Update on University Teaching and Faculty Excellence Awards
- Provost's Task Force on Artificial Intelligence and the Learning Environment

February 8, 2023

- Implications of UAPPOL Appendix A: Student Perspectives of Teaching (SPOT) Survey Revisions on the UAPPOL Student Input to the Evaluation of Teaching and Learning Procedure
- Future appendices under the Teaching Learning and Evaluation Policy
- CLE Terms of Reference

March 29, 2023

- Reporting SPOT Results
- Revisions to UAPPOL Student Input to the Evaluation of Teaching and Learning Procedure
- CLE Terms of Reference
- FGSR Graduate Exam Committee Membership
- Multifaceted Evaluation of Teaching

April 26, 2023

- Syllabus Tool
- Learning Management System
- Multifaceted Evaluation of Teaching

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_CLE

Submitted by:

Karsten Mündel, Chair

GFC Committee on the Learning Environment

Prepared by
Dr. Janice Causgrove Dunn
Vice-Provost (Programs)

Work-Integrated Learning (WIL): IMA Performance-Based Funding Metric Reporting Remaining Administrative Terminations

April 2023

Prepared for: GFC Programs Committee, GFC Academic Planning Committee, General Faculties Council

Background

As outlined in the Investment Management Agreement, we are required to report updates in the Provider and Program Registry System (PaPRS) about new or existing programs that include opportunity for a WIL component. As a result of the work done between 2021 - 2023, our WIL metric has increased from a baseline indicating that 63% of our programs have a WIL component opportunity to a metric of 99%. Our goal for the 2023/24 year is to increase our WIL metric to 100%.

One of the three approaches we undertook to achieve our target was to compile data on programs currently listed as not having WIL in PaPRS in order to identify programs that could be administratively terminated. In identifying these programs, we considered criteria including, but not limited to, inactive status in Campus Solutions, a prolonged period of no enrolment, and lack of inclusion in the Calendar. As part of our process in achieving our target on this performance-based metric, the Ministry of Advanced Education has agreed to allow us to request administrative termination of the programs showing records in PaPRS that we have identified. Further to the administrative terminations that took place in 2022, the following programs were identified:

- Bachelor of Science in Physical Therapy
- Graduate Diploma in Human Ecology
- Graduate Diploma in Mathematical and Statistical Sciences
- Graduate Diploma in Public Health Sciences

Normally, termination of a program is undertaken after a five-year period of suspension of admissions, and is approved through internal Governance prior to being submitted to the Ministry for their approval. Administrative termination is allowed by the Ministry's consent in special circumstances (these usually include an extended period of no enrolment and the program not being offered over that long period of time), meaning that there is no period of suspension and no internal Governance approval is required. Termination of a program means that the University is no longer licensed to offer it.

Next Steps

The Faculties associated with the four programs listed above were informed, and these programs have been submitted to and approved by the Ministry for termination. The GFC Programs Committee, GFC Academic Planning Committee, as well as the General Faculties Council will be informed in May 2023.



Decision **Discussion** **Information**

ITEM OBJECTIVE: To submit the 2021-2022 Annual Report on Centres and Institutes.

DATE	May 29, 2023
TO	General Faculties Council
RESPONSIBLE PORTFOLIO	Vice-President (Research and Innovation)

EXECUTIVE SUMMARY:

Background

The role of the CIC is to ensure the integrity and maintenance of the University’s rigorous processes for the establishment, operation, termination, oversight and accountability of academic centres and institutes and maintains close communication with Deans and Vice-Presidents as well as with directors responsible for the daily oversight of academic and affiliated centres and institutes at the University of Alberta. CIC prepares an annual report for BLRSEC and APC and it is presented for information to the committees each spring.

Analysis / Discussion

The Annual Report of the Centres and Institutes Committee is part of the APC Workplan. One academic centre was terminated, four academic centres were suspended or remained suspended at the request of the Dean of Education, and two academic centres and one academic institute were re-named during 2022. In addition, the International Institute of Qualitative Methodology (IIQM) was transferred from the Faculty of Nursing to the Faculty of Arts at the request of the two Deans.

Risk Discussion / Mitigation of the Risk

Sustainability is a major focus of the work of the Centres and Institutes Committee, which carries out a detailed analysis of the financial support and governance structure in any new proposals, and works with the initiators as needed to strengthen the proposal before it signs off and recommends approval to APC (for Academic proposals) or PEC-O (for Affiliated proposals). If the Centres and Institutes Committee is not satisfied with a proposal, it does not move forward to APC or PEC-O.

As a result of the change in the relevant UAPPOL Policy and Procedures in 2022 to add the possibility of a College housing a Centre or Institute, a joint initiative is underway between the Provost and Vice-President (Academic) Office and the Vice-President (Research and Innovation) Office to examine how Centres and Institutes could contribute to the effectiveness of the College model, including strengthening interdisciplinarity opportunities.

The annual reports from individual Centres and Institutes are signed by the relevant Faculty Deans before being submitted to the VPRI Office for review, which increases the level of oversight to ensure that these bodies are functioning effectively and meeting their mandates. With a small number of exceptions, all Centres and Institutes report to Faculty Deans.



ITEM NO. 17B

An attestation concerning the administrative oversight of Centres and Institutes is signed by the Associate Vice-President (Strategic Research Initiatives and Performance) each year and presented to the Board Audit and Risk Committee for information. BARC received this attestation at its meeting on 6 March 2023.

Where applicable, list the legislation that is being relied upon

- Post-Secondary Learning Act (PSLA)
- UAPPOL Centres and Institutes Policy
- UAPPOL Academic Centres and Institutes Establishment Procedure
- UAPPOL Academic Centres and Institutes Operation Procedure
- UAPPOL Academic Centres and Institutes Termination Procedure
- UAPPOL Affiliated Centres and Institutes Establishment Procedure
- UAPPOL Affiliated Centres and Institutes Operation Procedure
- UAPPOL Affiliated Centres and Institutes Termination Procedure
- GFC Academic Planning Committee Terms of Reference
- Board Learning, Research and Student Experience Committee Terms of Reference Section 21
- Board Audit and Risk Committee Terms of Reference

Next Steps

APC and GFC receive the Centres and Institutes 2022 Annual Report for Information

Supporting Materials: Centres and Institutes 2022 Annual Report (3 pages)

SCHEDULE A:

Engagement and Routing

Consultation and Stakeholder Participation / Approval Route (parties who have seen the proposal and in what capacity) <[Governance Resources Section Student Participation Protocol](#)>

Those who are actively participating:

- Members of the Centres and Institutes Committee

Those who have been consulted:

- Centres and Institutes Committee (CIC)
- Board Learning, Research and Student Experience Committee (BLRSEC)
- Board Audit and Risk Committee (BARC)

Those who have been informed:

- General Faculties Council (GFC)

Approval Route:

Part of the annual Workplan for both BLRSEC and APC

CENTRES AND INSTITUTES COMMITTEE (CIC)
2022 Annual Report

1. ACADEMIC CENTRES AND INSTITUTES		
APPROVED by GFC Academic Planning Committee (APC):		
Faculty of Engineering	Canadian Underground Infrastructure Innovation Centre (CUIIC)	Approved by APC 13/04/22
Faculty of Science	Glycomics Institute of Alberta (GIA)	Approved by APC 22/06/22
FIVE YEAR STRATEGIC REVIEW/AGREEMENT RENEWAL COMPLETED, UNDERWAY OR PENDING		
	None	
TERMINATION OR IN THE PROCESS OF REVIEW/SUSPENSION (approved and submitted by Reporting Faculty Dean and/or Vice-President)		
Faculty of Education	Canadian Centre for Research on Literacy (CCRL)	Suspended in 2020, and no further developments reported in 2022
Faculty of Education	Western Canadian Centre for Deaf Studies (WCCDS)	Suspended in 2020, and no further developments reported in 2022
Faculty of Education	Centre for Global Citizenship Education and Research (CGCER)	Suspended in 2021, and no further developments reported in 2022
Faculty of Education	JP Das Centre for Developmental and Learning Disabilities	Suspended in 2022, and awaiting further word from the Dean
School of Business	Canadian Centre for Corporate Social Responsibility	Terminated at the request of the Acting Dean 07/04/22
RENAMED OR IN THE PROCESS OF RENAMING (at the request of Reporting Faculty Dean and/or Vice-President)		
Faculty of Arts	Canadian Literature Centre renamed Centre for Literatures in Canada/Centre de littératures au Canada	Approved by Vice-President (Research and Innovation) 04/10/22
Faculty of Education	Institute for Sexual Minority Studies and Services (iSMSS) renamed fYrefly Institute for Gender and Sexual Diversity	Approved by Vice-President (Research and Innovation) 15/08/22

Faculty of Engineering	C5MPT renamed Centre for Energy and Mineral Processing (CEMP)	Approved by Vice-President (Research and Innovation) 11/07/22
Faculty of Arts and Faculty of Nursing	International Institute of Qualitative Methodology (IIQM) transferred from the Faculty of Nursing to the Faculty of Arts	Following a request from the two Deans, approved by Vice-President (Research and Innovation) 28/10/22

PROPOSALS FOR NEW ACADEMIC CENTRES/INSTITUTES PENDING OR UNDER REVISION:

Faculty of Education	Dyslexia Centre	Proposal submitted on 19/09/22
Faculty of Engineering	Water Research Centre	Proposal submitted on 24/12/22
Faculty of Medicine & Dentistry	Alberta Centre of Urologic Research and Excellence (ACURE)	Proposal submitted on 12/09/22

2. AFFILIATED CENTRES AND INSTITUTES
APPROVED by the President's Executive Committee-Operations (PEC-O) AND/OR AGREEMENT SIGNED:

None		
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PROPOSALS FOR NEW AFFILIATED CENTRES/INSTITUTES PENDING OR UNDER REVISION:

Faculty of Law	Environmental Law Centre	Proposal submitted on 14/12/22
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STRATEGIC REVIEW AND/OR AGREEMENT RENEWAL (5 YEAR) (or as directed by contractual agreements and submitted by Reporting Faculty Dean and/or Vice-President):

Faculty of Law	Alberta Law Reform Institute	Agreement renewed for five years on 01/04/22
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TERMINATION OR IN THE PROCESS OF TERMINATION (approved by Reporting Faculty Dean and/or Vice-President):

None		
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RENAMED OR IN THE PROCESS OF RENAMING (at the request of Reporting Faculty Dean and/or Vice-President):

None		
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3. UAPPOL CENTRES AND INSTITUTES POLICY AND PROCEDURE REVISIONS (as approved by GFC Executive Committee, or Board of Governors, or President's Executive Committee) AND FORM DOCUMENT UPDATES (as approved by the Centres and Institutes Committee):

Following consultation with the Governance Office, BLRSEC (26/09/22) and APC (16/11/22) were advised of editorial changes to the UAPPOL Centres and Institutes Policy and its seven Procedures in two areas: 1) to align with the new academic structure in the University (references to Colleges were added); and 2) to update		
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the oversight responsibility for Centres and Institutes that is now located in the Office of the Vice-President (Research and Innovation).

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

Agenda Title	Graduate Studies Yearbook: Enrolment Data and Updates from FGSR, 2022-2023
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Item

Proposed by	Roger Epp, Interim Vice-Provost and Dean, FGSR
Presenter	Roger Epp, Interim Vice-Provost and Dean, FGSR

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To present the 2022-2023 report on graduate enrolment and additional updates. The report provides a 'snapshot' of current enrolments across all graduate programs and highlights areas to watch in coming years. These data will help guide institutional planning and resourcing as it relates to graduate education and programming, and graduate student needs. Also included are narrative high-level updates.
Executive Summary (outline the specific item – and remember your audience)	<p>FGSR has a pan-institutional view (and accountability for) graduate education across the U of A.</p> <p>This 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 development and planning.</p> <ul style="list-style-type: none"> ● 20% of the UofA's students are graduate students: <ul style="list-style-type: none"> ○ 2,877 PhD Students ○ 2,128 Master's (Thesis-based) Students ○ 3,109 Master's (Course-based) Students ○ 229 Certificate Students <p>The report outlines some notable trends in a few key areas, including student demographics, program applications, and completion times. A few high level highlights include:</p> <ul style="list-style-type: none"> ● Nearly 42% of our graduate student community is international reflecting considerable diversity. ● The number of students registered in our graduate programs who are self-declared as First Nations, Métis or Inuit continues to increase: 262, in comparison to 109 in Fall 2012, and a 2.7% increase between 2021 and 2022 alone. This figure reflects 3.1% of the overall graduate student population. ● Enrollments in PhD, Masters Thesis-based and Certificate programs all grew slightly this year. While course-based Master's enrolment was down slightly, there is still strong demand for professional programs.

Item No. 17C

	<ul style="list-style-type: none"> • The number of graduate students that do not start their programs in the Fall term continues to be high, at 31% in 2021-2022 • Admission to University of Alberta graduate programs remains competitive. Only 27.4% of applications in 2022-23 resulted in an offer of admission, but this number is not complete yet. In 2020-2021, 25.6% of applications resulted in an offer of admission. • The interruptions of COVID appear to be visualizing in the report as we look at completion times.
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	<ul style="list-style-type: none"> • GEFAC – circulated in March • FGSR Council - circulated in March for info; discussion on May 31, 2023 • VPC • PEC-O • BLRSEC • Deans Council • GFC - (for info) • Meetings with Dean and/or Associate Deans, Grad will take place throughout June
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Strategic Alignment

Alignment with <i>For the Public Good</i>	Institutional Strategic Plan - For the Public Good <ul style="list-style-type: none"> • BUILD a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world. • SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all Albertans. <p>Also, alignment with the Comprehensive Institutional Plan.</p>		
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing. <table border="1" data-bbox="557 1738 1516 1940"> <tr> <td data-bbox="557 1738 1070 1940"> <input checked="" type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1070 1738 1516 1940"> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>	<input checked="" type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input checked="" type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success		



Legislative Compliance and jurisdiction	<ol style="list-style-type: none">1. Post-Secondary Learning Act (PSLA)2. General Faculties Council Terms of Reference3. GFC Executive Committee Terms of Reference4. GFC Academic Planning Committee5. Board Learning and Discovery Committee
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Attachment 1: Working Copy - Year-in-Review: Enrolment Data and Updates from FGSR 2022 - 2023

Prepared by: Roger Epp, Interim Vice-Provost and Dean, Faculty of Graduate Studies and Research
(graddean@ualberta.ca)



Faculty of
Graduate
Studies
& Research

Graduate Studies Yearbook

Enrolment Data and Updates from FGSR

2022-23

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Part I. The Year in Review

UPDATES

2022-23 has brought many challenges to the University of Alberta and, in turn, FGSR. As we adjust to and learn from the changes necessitated by the COVID-19 pandemic, along with the changes due to the SET transformation and geo-political situations, FGSR continues to pursue creativity and teamwork. We have also found opportunities to innovate – taking new steps to respond to emerging needs. Here are a few of the year’s highlights.

Over the 2022-23 academic year, FGSR continues to work toward the delivery of an enhanced student-centred experience, stewarding quality assurance and building excellence in graduate education by serving the university as the central academic administrative unit for graduate students, and serving the post-doctoral community as the Office of Postdoctoral Affairs. As we do our work, we strive to reinforce our shared principles and values, while focusing on student success.

Admitting Outstanding Students

Our teams supported some 14,236 student applications in GSMS (this does not include Visiting students and paper applications), sending out tens of thousands of email messages to facilitate this work. FGSR staff worked closely with graduate administrators from more than 70 departments across campus to:

- Process a large volume of admission deferrals this year due, in large part, to significant travel and document delays. For the Fall 2022 Term, there were more than 500 deferrals, with about 63% citing issues with Study permit, passport and travel document concerns, as well as COVID disruptions. For the Winter 2023 Term, there were 121 deferral requests. While a smaller number, the Winter cohort is smaller by nature, and 76% of that group still cited travel issues.
- Support the Ukrainian students and applicants along with the U of A community by assessing Ukrainian graduate students domestic tuition rates instead of the international tuition rates.
- Support Iranian applicants with a temporary fee waiver for students applying from Iran for Fall 2023 admission. This is in recognition of the challenges that applicants from Iran face in completing applications due to limits placed on their access to internet communications, and flexibility for admissions documents to recognize the difficulties arranging for transcripts and letters of reference.

Transitioning the Office of PostDoctoral Affairs to FGSR

- In February of 2022, the Post-Doctoral Fellows and Academic Visitors office officially returned to FGSR from the VPRI Office. In addition to overseeing the adjudication of post-doctoral awards, FGSR will support this important community – some 600 at the U of A – with onboarding and professional development (PD) programming. Additional efforts to restructure our website to better serve the needs of Post-Doctoral Fellows (along with the rest of the community), as well as update several policies for post-doctoral scholars and academic visitors are forthcoming.

Policy and Process Improvement Efforts:

- Changes to EDRMS and the migration of digital files and student records to Alfresco continued; as well, extending electronic access to student files for all academic units across campus was a big help for administrators and grad chairs during COVID.
- FGSR continues to work with units to create new workflows and digital forms to eliminate paper-based forms/documents.
- FGSR continues to work to improve institutional regulations and policies that inform graduate program administration, academic standards, student success and program progression, and build in considerations of equity and accessibility for all categories of learners. To this end, the [Minimum Core Academic Requirements](#) were created for each credential level, and an extraordinary [Alternate Language Proficiency](#) pathway was approved to provide increased administrative ease and student accessibility for this group of students.
- FGSR continues to consider learner pathways and policies through the work of a Certificate Working Group, a group that is focusing on graduate certificate programs. The objective is to identify the unique needs of these programs and students to help inform changes to FGSR's service delivery and regulation development.

Supporting Indigeneity and EDI Initiatives:

- FGSR continues the work to support EDI initiatives with an Associate Dean portfolio that explicitly includes EDI-focused initiatives and an EDI Plan of Action for FGSR.
- We are exploring the process to understand how student accommodations are flagged in our systems, and how we can make the information we collect and disseminate more inclusive.
- Our Awards team created the [FGSR Guide for Equitable Review of Scholarship Applications](#), and are working on EDI focused Awards and Scholarships.
- We are considering EDI in our recent hires by prioritizing second language skills on our Admissions and Office Services teams, including French to better serve our Faculté Saint-Jean students and Francophone community.
- The campus community was consulted to review the IDP (part of the PD Requirement) from an EDI perspective to include Indigenous content and to ensure accessibility.
- Together with the Vice-Provost Office (Indigenous Programming and Research), FGSR continues to participate in a [Supporting Aboriginal Graduate Enhancement \(SAGE\)](#) pilot, which aims to offer the opportunity for Indigenous graduate students: to engage with their peers, faculty and researchers; to initiate learning opportunities and develop scholarship and academic success for Indigenous students; and to foster cultural, community consciousness, and affirmation among graduate students to affect change within Indigenous communities.

Supporting Student Development & Well-Being

- Graduate Supervision is foundational to graduate student success at the U of A, and impacts the University's reputation and the research and teaching mission. We also know that strong, well supported, and positive working conditions influence a graduate student's time to completion and the overall student experience (including mental health and well-being). To this end, the FGSR Supervisory Initiatives were approved in the Fall of 2022, which will build capacity in the graduate

student experience, support graduate student success, and enhance the graduate student-supervisor relationship. The initiatives include the [UAPPOL FGSR Adjunct Academic Appointment Policy and New Supervisor Development Procedure](#), and the Progress Report and Student-Supervisor Guidelines for thesis-based graduate students. With the policies in effect, we continue to roll out and refine these processes and tools.

- Beginning in the Fall of 2022, the new Ethics and Academic Citizenship requirement replaced the former training. It consists of two zero-credit, self-paced online courses: INT D 710: Ethics and Academic Citizenship (for both master's and doctoral students) and INT D 720: Advanced Ethics and Academic Citizenship (for doctoral students), and both courses include important topics and themes on land acknowledgement and relationship with the land, Indigenization, decolonization, and Indigenous research ethics. Since September 2022, nearly 2400 graduate students have completed INT D 710 (Master's & PhD) and 550 have completed 720 (PhD only). Feedback has been very positive, both in ease of use/accessibility and relevance of content to graduate student training and awareness of policy and conduct.
- The [Grad School Confidential podcast](#) focuses on the personal challenges many grad students face but few are willing to talk about. The first six episodes, downloaded more than 7,300 times in 82 countries, have earned plaudits from student support specialists at MIT, Yale, Toronto, and elsewhere.

Providing Financial Support

In the 2022-23 academic year, our awards team processed commitments for over \$29 million of FGSR-administered graduate student funding, including large provincial and national government grants. The team evaluated and/or processed over 6,154 applications for 571 awards.

FGSR also completed the following enhancements to our student financial supports:

- Awarding 48 scholarships valued at \$10,000 each through the Graduate Student Engagement Scholarship (GSEA), a joint initiative between FGSR and the Black Graduate Student Association for graduate students who identify as Black, African-Canadian, African-American or of Afro-Caribbean or Afro-Latino heritage.
- Increasing the value of the Walter H John's Scholarship and the President's Doctoral Prize of Distinction, awarded to winners of prestigious Tri-Council Scholarships; the U of A increasing the scholarship value this year encourages recipients of these scholarships to hold them at the University of Alberta.

Supporting Professional Development

Some 2,696 graduate students and postdoctoral fellows registered in 121 FGSR professional development events, for a total of 14,920 registrations.

These events provide opportunities to graduate students to pursue teamwork, creativity and innovation in their own studies and research. This year the Professional Development team achieved many incredible outcomes, including:

- The Graduate Teaching and Learning Program (GTLP), a multi-tier program designed to assist graduate students and postdoctoral scholars to become effective educators, filled 6,818 seats in the various levels.
- The 15 Three-Minute Thesis (3MT™) finalists' research presentation videos attracted more than 25,000 views.
- Innovation and Entrepreneurship programming has attracted nearly 1,600 registrations for 18 events, including the Design Thinking, Innovation Bridge series and Innovation Showcase.

Applying Online Learnings from the Pandemic:

Over the past three years, our community has worked and waded through the challenges of COVID and its impacts on our faculty, staff, and students in many ways. In transitioning our programs and services online due to COVID, we were pleased to see increased attendance and engagement, and even found several places where the services work better remotely. As a result of this success, we are continuing to offer these programs and services online:

- Associate Dean meetings with students were held remotely. (40 virtual student appointments with an Associate Dean from Sept. 1, 2022, to March 15, 2023.)
- FGSR continues to provide Virtual Counter Services along with regular office hours. This allows graduate students format options for discussing their queries with our Admission, Program Progression and Awards Specialist each day. (752 individuals visited the Virtual Counter from Sept. 1, 2022 to March 15, 2023.)
- Several Professional Development sessions continue to be held virtually (i.e., Invest in Your Future Career Symposium, Innovation Bridge, Career Action, Design Thinking, IDP workshops). These sessions assist students with competency development and career planning, to complete their IDP, and review their career goals.

Looking ahead at the remainder of 2023:

- FGSR continues to work with our campus partners to determine how the University of Alberta could offer a minimum funding guarantee for PhD students. This would be an important step for providing baseline funding for graduate students and positioning the U of A competitively among the U15 Universities – especially given the large number who already provide this funding guarantee.
- We continue to look at process improvements and work toward enhancing automation and service delivery to support future growth and program innovation. One process that is currently underway is the automation of forms using the EDRMS system, which will enhance workflows, processing times and standardization.
- We are accelerating a potential shift to the SLATE program for Admissions, which will replace the GSMS admissions system. While this will take a couple of years, the discovery and requirement investigation is underway.
- FGSR will undertake an External Unit Review in the Spring of 2023. University of Alberta policy requires a periodic review of academic units, including FGSR, which occupies a singular position with a complex set of academic and administrative roles. The primary purpose of the review will be to consider and make recommendations with respect to how the Faculty of Graduate Studies and Research is positioned within the University, and, in particular,

- how FGSR operates as a partner in graduate education and its administration across the University;
- how its roles and responsibilities can be clarified within a new operating model so that it effectively supports graduate students and Post-Doctoral Fellows, enables programs and encourage innovation;
- how its strengths can be identified and affirmed;
- how the administrative processes and regulatory functions that involve FGSR can be improved in keeping with the above; and,
- how practices of collegial governance, in particular FGSR Council and its committees, can be upheld and reconstituted in light of other structural changes across the University.
- FGSR continues to plan for growth, in-line with the University's vision for enrolment expansion. Growth at the undergrad level will mean that our grad population will also grow. This growth will also have implications for Admissions, Awards, and Program Services, as well as process improvement at FGSR.

CGPSS FAST STATS, 2022

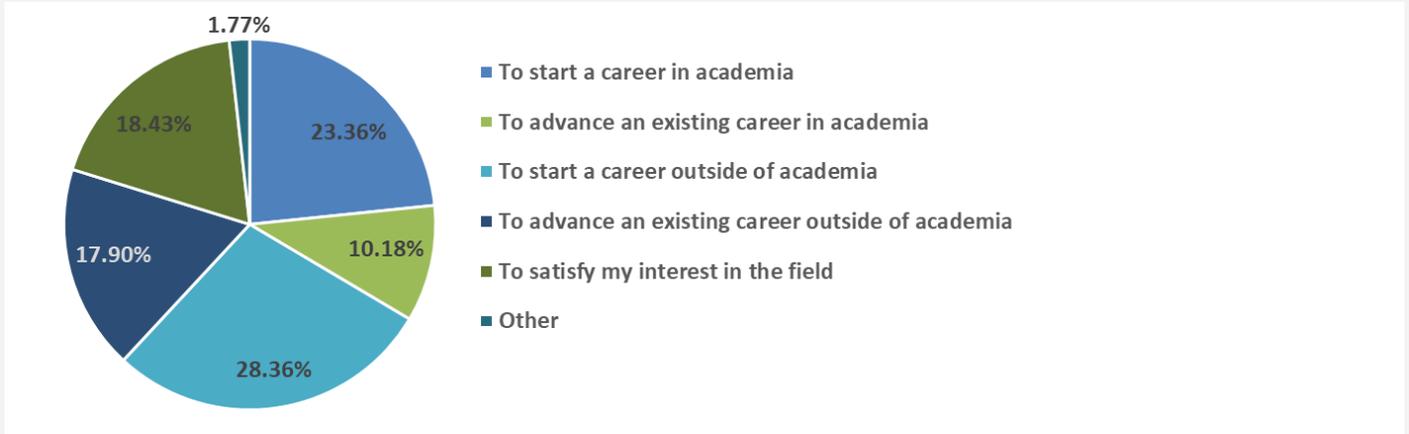
Every three years, current U of A graduate students are invited to participate in the Canadian Graduate and Professional Student Survey (CGPSS) alongside approximately 50 other universities across Canada. The survey provides a wealth of information about graduate student satisfaction and experience.

This year 3,232 graduate students participated from the U of A, and partially or totally completed the survey. Just a few pieces of the interesting data gleaned are included below, including a few fast stats and some useful information regarding COVID-19 implications:

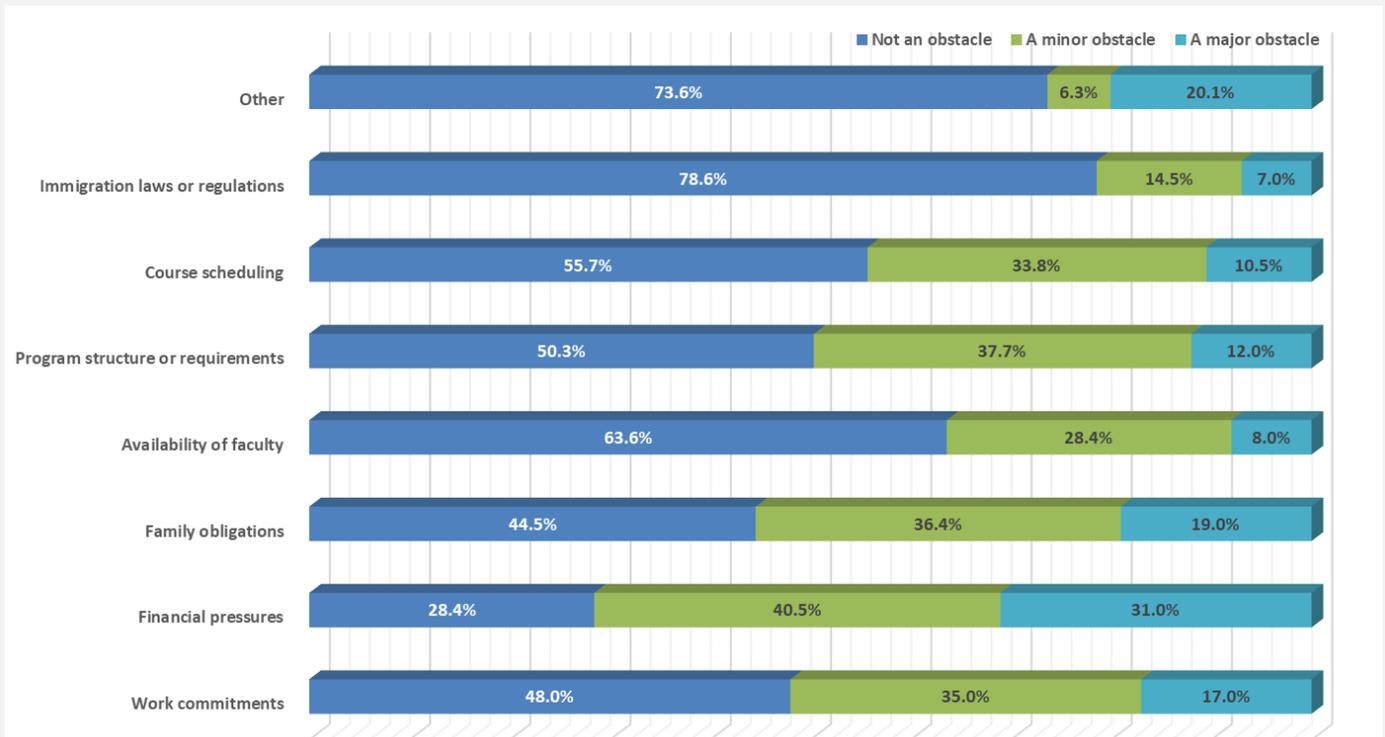
- 42.3% noted that the COVID-19 pandemic has delayed the progression of their program or studies, while 46.3% noted it did not, and 11.4% noted they were unsure or it was not applicable. Of those who noted they were delayed, 34.7% stated it was by one term, 41.9% by two terms, 12.1% by three terms and 11.3% by four or more terms.
- When asked in which ways the progression of their program was affected by the COVID-19 pandemic, they noted the following:
 - 9.6% said they needed to change their major project/research topic
 - 32.2% said they needed to delay their data collection timeline
 - 11.8% said they were unable to secure a travel visa
 - 2.9% said they needed to change their research supervisor/advisor
 - 3.6% said they needed to change members of their dissertation/thesis committee
 - 25.7% said they were unable to access a research site (e.g., field site, archive, etc.)
 - 12.1% selected the category 'Other'
- 50.2% noted that they are married or live with a domestic partner
- 24.6% self-identified with a disability or impairment (including mental health as the largest portion at 17.5%)
- 17.0% are parents with children under the age of 13 who live with them

- 7.1% are parents with children over the age of 13 who live with them
- On average, 47.8 % of students noted that they spend 30 or more hours per week on their studies and/or research
- While, on average, 17.3% noted that they spend 30 or more hours per week doing paid work (with little or no connection to their students and/or research)

Graduate students were asked their primary reason for enrolling in their graduate program. The results for all categories of graduate students follows.



Students were asked which of the following factors were an obstacle to their academic progress and to what extent.



Part II. Enrolment Report

EXECUTIVE SUMMARY

This 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. The U of A's graduate student community consistently accounts for roughly one-fifth of all students on our campuses. Over 40% of our graduate student population is international (see Section 1.4). While the graduate student community comprises more women than men, our doctoral programs retain a higher proportion of men – a trend that may be slowly changing towards parity (S. 1.6). We are pleased to note, however, that the enrolment of Indigenous students from within Canada has reached an all-time high, and continues to increase year over year (S. 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 relatively steady (S. 2.1). Overall graduate enrolment in Fall 2022 remained virtually the same as in Fall 2021 (after a dip in 2020), and for the first time in several years the number of students in course-based master's degree programs decreased, decreasing by 42 students or 1.3% as of the Fall (S. 1.1, Tables 23 and 24).

Trends in completion times. International graduate students consistently complete their degrees in less time than their domestic peers: almost half a year, on average, at the doctoral level. What is most striking about this data is that average completion times for domestic students in doctoral and thesis-based masters programs reached an all-time high in 2022 (S. 3.2). That may start to reflect the impacts of COVID, but it is also part of a longer trendline, which is masked in the overall time-to-completion figures for the past decade by the increasing proportion of international students in graduate programs. These and other key measures are examined in detail below.

1. ENROLMENT

This section¹ presents enrolment numbers based on the standard December 1, 2022 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

Over the past five years, students have enrolled in course-based master's degree programs in ever-greater numbers; while there is a slight drop this year, likely due to ongoing travel issues, the trend continues to be growth with an increase of 20.41% over the past 5 years.

Enrolment in thesis-based Master's, PhD and certificate programs all grew slightly over the past year, which is encouraging especially considering the extenuating travel issues. It is also encouraging to see growth in both the thesis-based Master's and PhD programs considering the slight decline in 2019-2020.

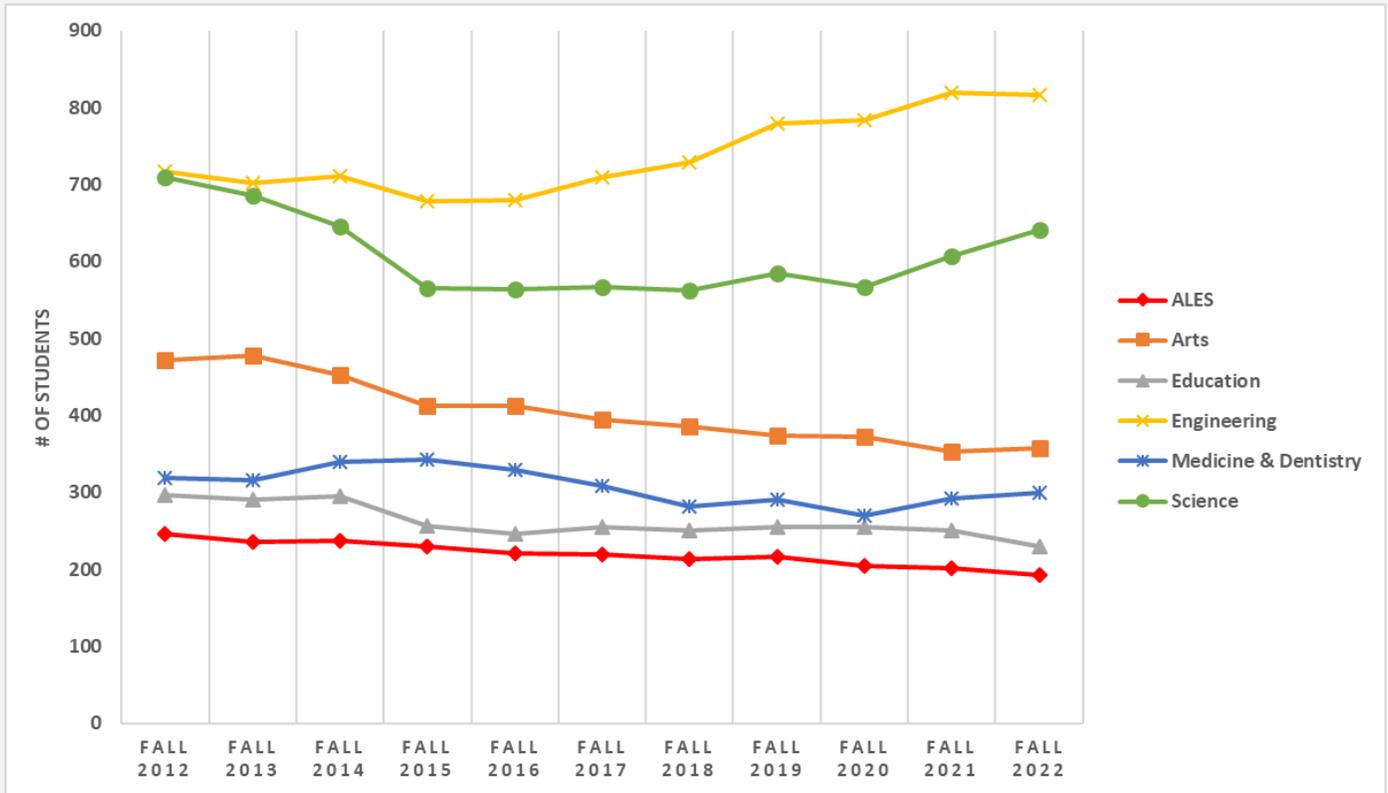
Figure 2. Graduate enrolment by degree type



Source: Strategic Analysis Data provided December 1, 2022 Registration Statistics

¹ The exceptions are subsection 1.5 and table 7, which report on sponsored students; see below.

Figure 3. Doctoral degrees with > 100 graduate students, Fall headcount by Faculty

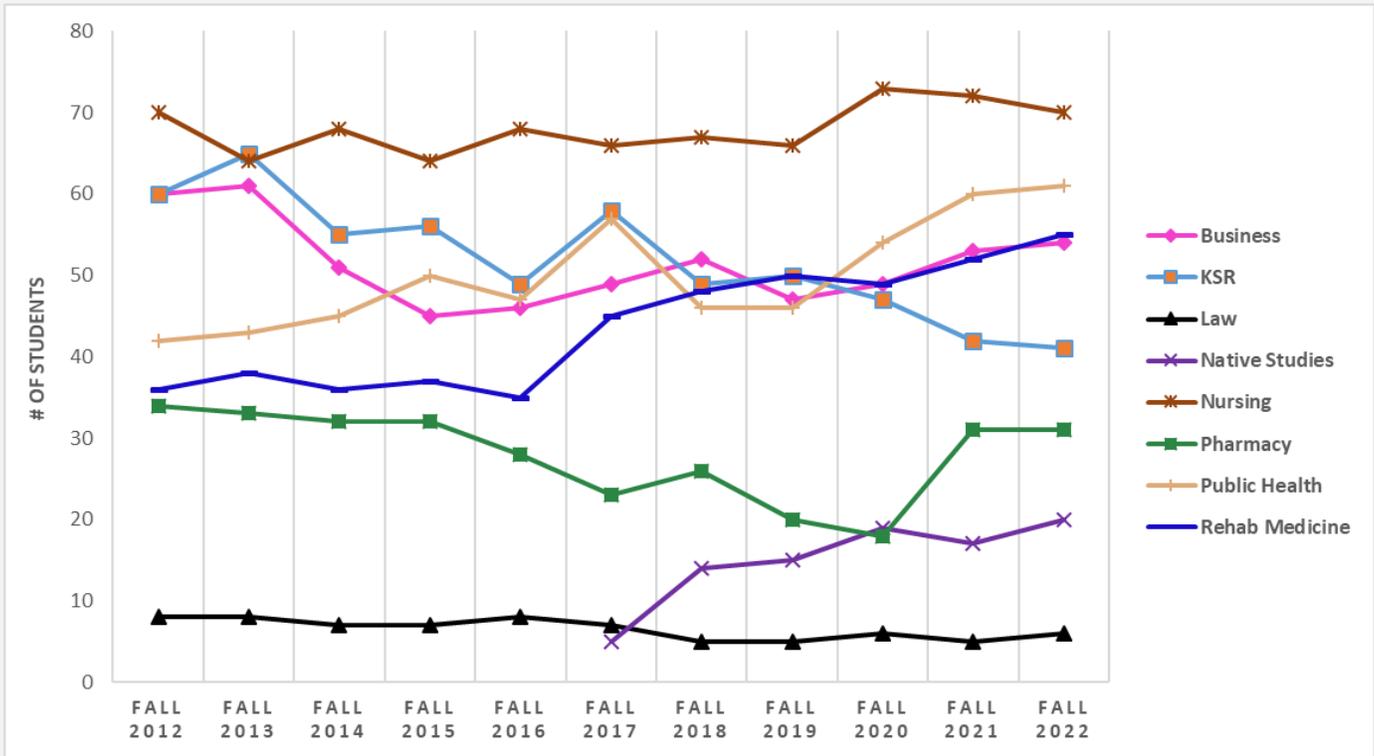


Source: Strategic Analysis and Data Warehousing – Data provided Registration Statistics December 1, 2022

Fall term enrolment headcounts by Faculty are shown in Figures 3 to 8, and in Tables 1 and 2. While the data reveal varied year-over-year changes across the institution, they bear out the general trends described above.

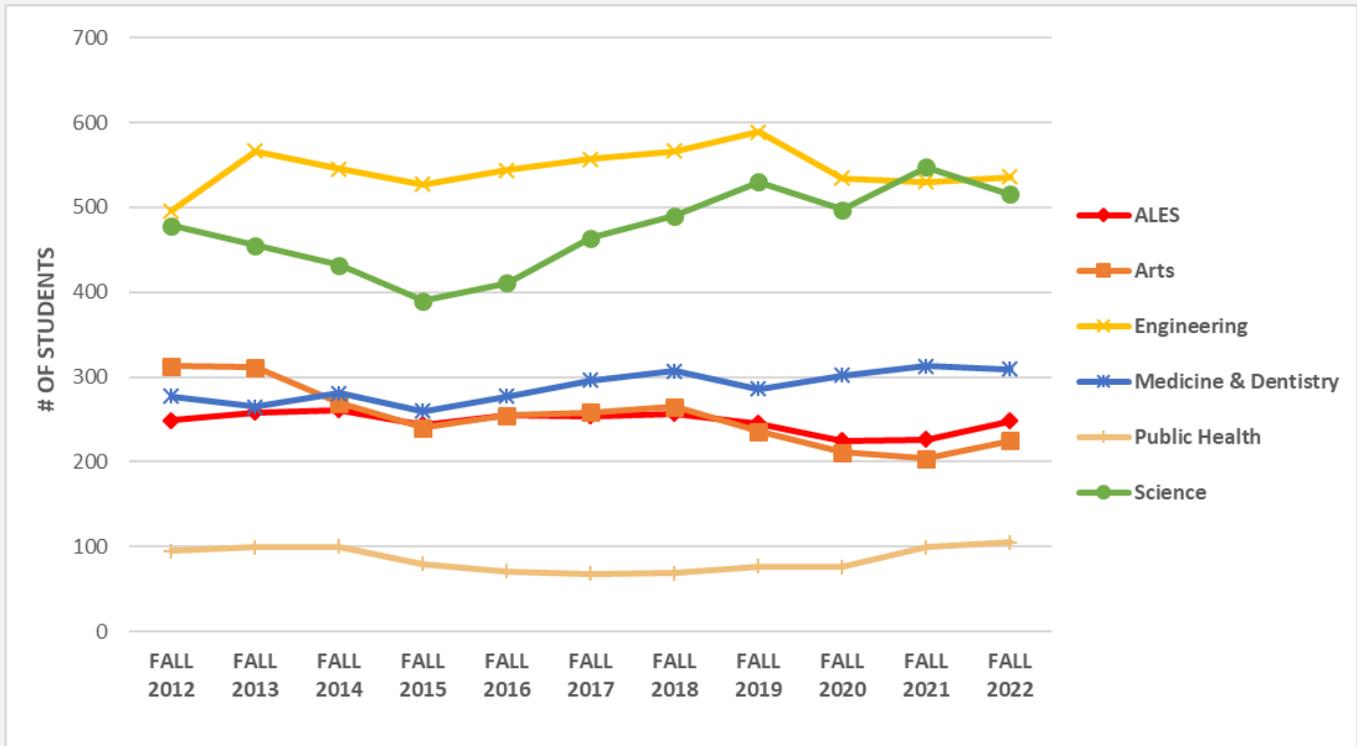
At the doctoral level, the picture of overall stability is reflected in the enrolment trends for nearly all of the larger programs (Figure 3).

Figure 4. Doctoral degrees with < 100 graduate students, Fall headcount by Faculty



Source: Strategic Analysis and Data Warehousing – Registration Statistics December 1, 2022

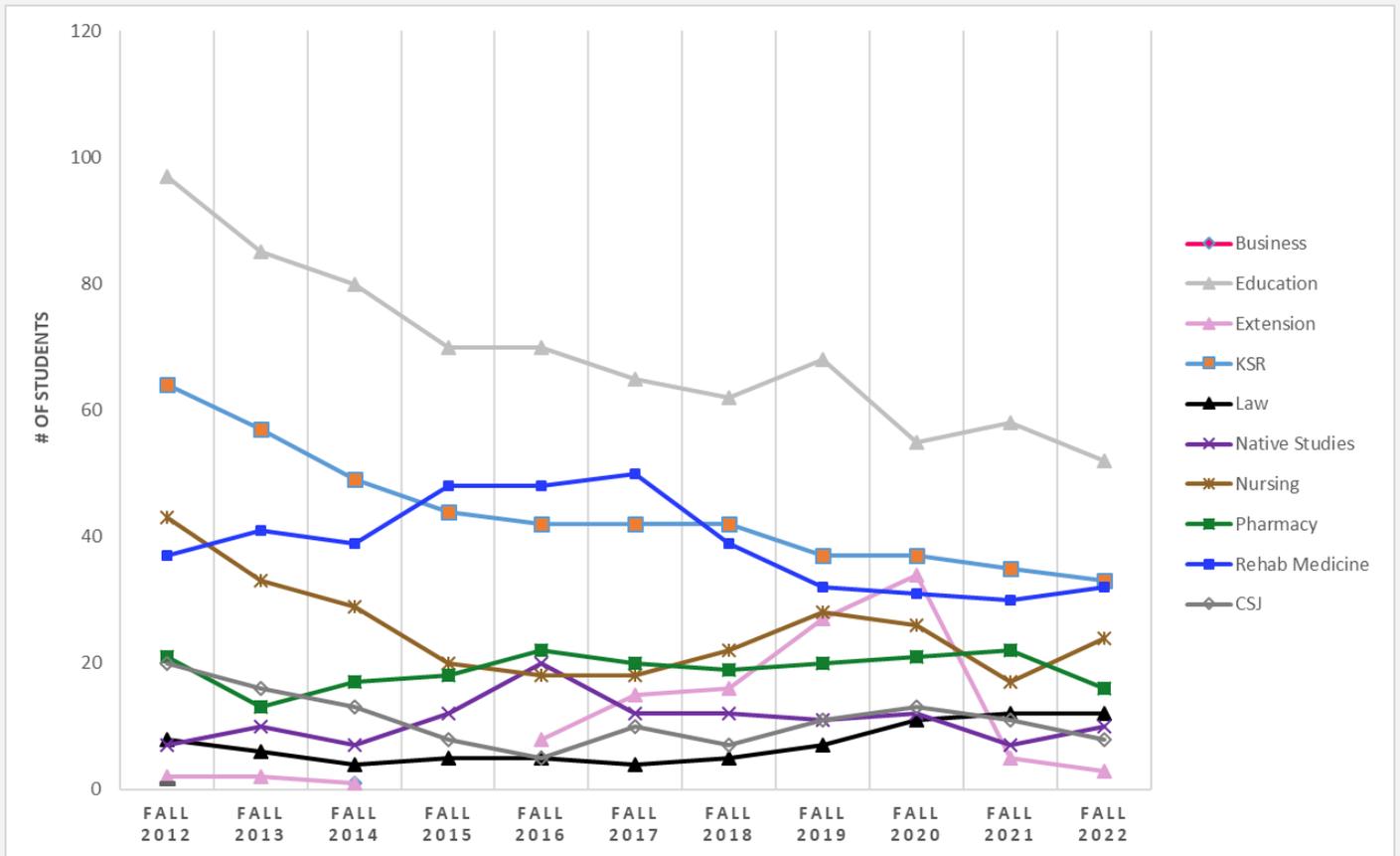
Figure 5. Thesis-based master's degrees with > 100 graduate students



Source: Strategic Analysis and Data Warehousing –Registration Statistics December 1, 2022

While enrolment in most thesis-based master's programs previously reflected a slight decline, it is encouraging to see most of the larger Faculties lines trending upward this year. Public Health joins this chart with 105 students this Fall 2022.

Figure 6. Thesis-based master's degrees with < 100 graduate students

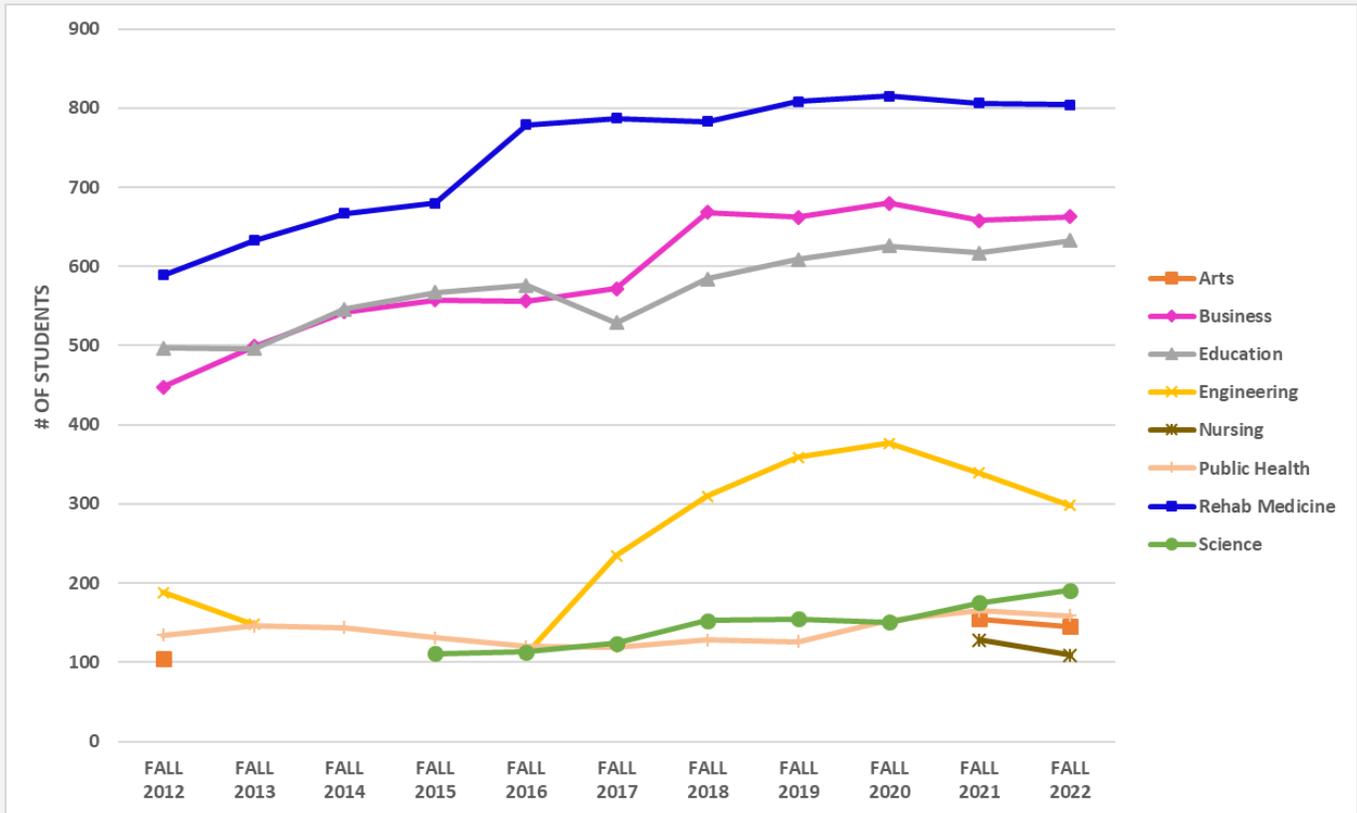


Source: Strategic Analysis and Data Warehousing – Registration Statistics updated December 1, 2022

Among smaller thesis-based programs, the most notable exception to growth may be those formerly housed in the Faculty of Extension (Figure 6). Note that, following administrative changes in 2020, these programs are no longer based in Extension. Most students have transferred with their program to another faculty, but 3 remain grandparented with the former Faculty’s name.

By contrast, as noted above, with the exception of Native Studies, Nursing, and Rehab Med, several of the smaller Faculties have stayed the same or seen a slight decline in thesis-based students. Often the decline in this category is coupled with 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.

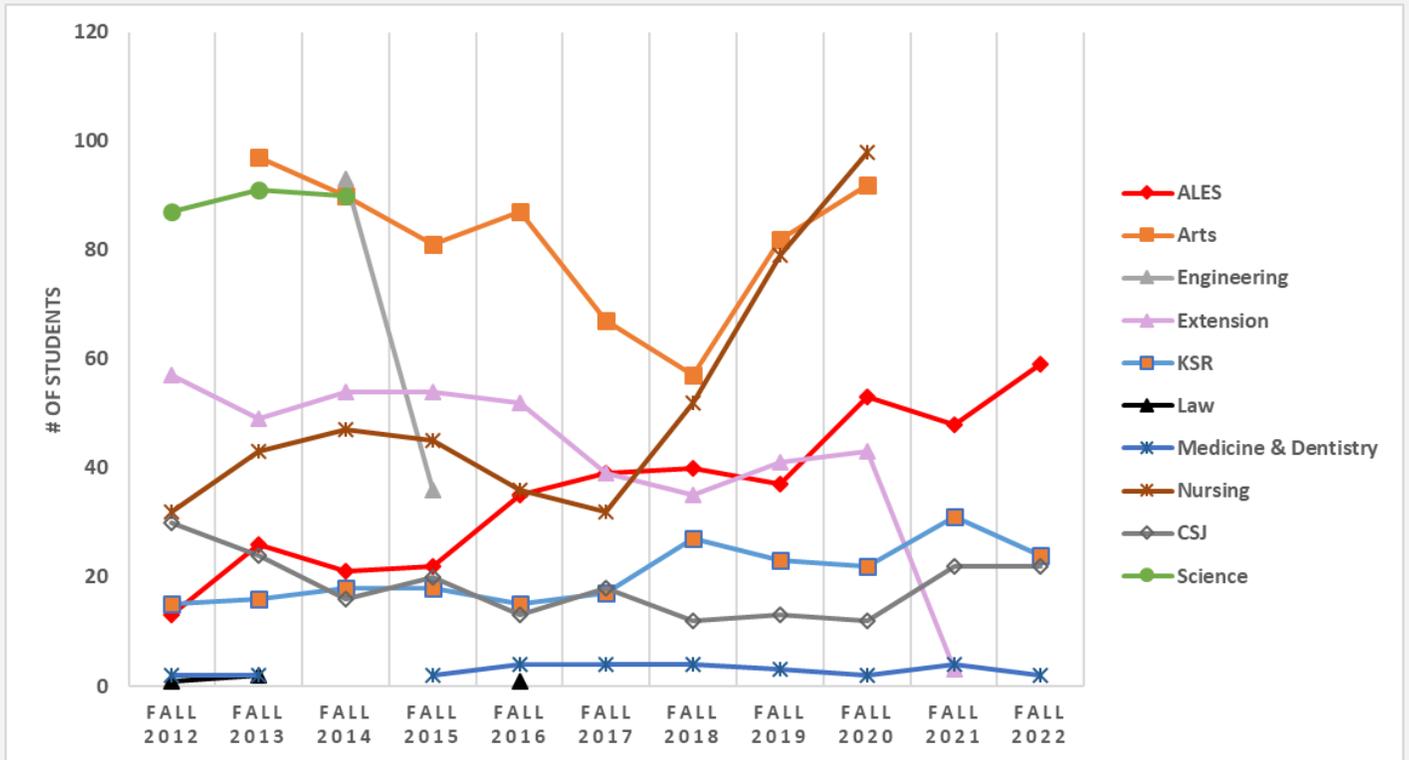
Figure 7. Course-based master's degrees with > 100 graduate students, Fall headcount by Faculty



Source: Strategic Analysis and Data Warehousing – Registration Statistics December 1, 2022

Among course-based programs with fewer than under 100 grad students, ALES, Arts, and Nursing 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 8. Course-based master's degrees with < 100 graduate students, Fall headcount by Faculty



Source: Strategic Analysis and Data Warehousing – Registration Statistics December 1, 2022

Enrolment in certificate programs was notably higher, thanks in part to steady enrolment in the Faculty of Rehabilitation Medicine, the Faculty of Kinesiology, Sport, and Recreation, and Campus Saint-Jean. The total was also bolstered by 30 new registrants in the Faculty of Education (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	Fall 2020	Fall 2021	Fall 2022
Business			1	2	2	2	1		1
Campus Saint-Jean						1	7	5	1
Education	1	1					30	59	114
Extension									
KSR				17	5	24	33	31	29
Public Health									
Rehabilitation Medicine	22	49	68	104	102	88	99	116	84
Total	23	50	69	123	109	115	170	211	229

Source: Strategic Analysis and Data Warehousing – Registration Statistics December 1, 2022

Table 2. Other programs, Fall headcount by Faculty

Faculty	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ALES	5	3	3	2	5	1	2	1	3
Arts	17	14	12	8	9	9	13	8	1
Business	3			2		2	5		5
Campus Saint-Jean		3	9	1		1			
Education	1	6	4	2	2	3	6	1	6
Engineering	4	5	6	15	9	11	6	14	11
Extension		1							
FGSR*	47	22	26	23	31	38	7	26	17
KSR	2	2		2	4			1	2
Law						1			
Medicine & Dentistry	7	7	8	2	5	5	3	5	8
Native Studies	1								
Nursing	3	2	2	4	4	3	1	9	15
Pharmacy			1	1	1	2			1
Public Health		1	3	2	3	4	3	1	2
Rehabilitation Medicine	20	19	31	3	21	22	3	2	1
Science	7	1	3		7	9	10	13	9
Total	117	86	108	67	101	111	59	81	81

Source: Strategic Analysis and Data Warehousing – Registration Statistics December 1, 2022.

*Note: Many visiting students list FGSR as their primary faculty, especially those with a Western Deans' status.

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

1.2. Faculty-to-Graduate-Students Ratio

Table 3 provides an overview of the ratio of professors to graduate students in each Faculty. Compiling these data enables Faculty planners 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.

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

Faculty	Fall 2018			Fall 2019			Fall 2020			Fall 2021			Fall 2022		
	PhD	M-T	M-C												
ALES	1: 1.9	1: 2.3	2.8 :1	1: 1.9	1: 2.1	3.1 :1	1: 1.8	1: 2	2.1 :1	1: 1.8	1: 2	2.3:1	1: 1.8	1: 2.4	1.8:1
Arts	1: 1.2	1.2 :1	5.4 :1	1: 1.2	1.3 :1	3.8 :1	1: 1.2	1.5 :1	3.4 :1	1: 1.2	1.5:1	2:1	1: 1.2	1.3:1	2:1
Business	1.3 :1		1: 9.7	1.3 :1		1: 10.5	1.3 :1		1: 10.3	1.2:1		1: 10.3	1.2:1		1: 9.9
Campus Saint-Jean	1:1.5	1:1.3	1.2:1	1:1.6	1:1.2	1.3:1	1:1.6	1:1.2	1.36:1	1:1.5	1:1.3	1:1.1	1:1.3	1: 1	1.3:1
Education	1: 2.3	1.7 :1	1: 5.4	1: 2.5	1.5 :1	1: 5.9	1: 2.5	1.7 :1	1: 6.1	1: 2.5	1.7:1	1: 6.2	1: 2.3	2:1	1: 6.2
Engineering	1: 3.3	1: 2.6	1: 1.4	1: 3.5	1: 2.7	1: 1.6	1: 3.6	1: 2.4	1: 1.7	1: 3.8	1: 2.4	1: 1.6	1: 3.7	1: 2.5	1: 1.4
KSR	1: 7.6	1: 8.3	9.3: 1	1:7.9	1 :7.7	12.3 :1	1: 7.7	1: 8.6	17.5 :1	1: 8.1	1: 8.7	9:1	1: 8.1	1: 8.4	18.5:1
Law	2.3 :1	2.7 :1		2.1 :1	2.8 :1		1.6 :1	2.6 :1		1.5:1	3.7:1		1.5:1	2.9:1	
Medicine and Dentistry (3)	9.4 :1	28.5 :1	12.1 :1	9.5 :1	22.4 :1	8 :1	8.4 :1	23.7 :1	6.3 :1	8.6:1	36.6:1	4.9:1	8.5:1	24.8:1	5.5:1
Native Studies	2.8 :1	2.8 :1		2.8:1	1.3:1		2.3:1	1.3 :1		2.4:1	1: 1		1.7:1	1: 1.2	
Nursing	1.7:1	2.4:1		2.1:1	2.1:1		2.1:1	1.8:1		1.1:1	1.5:1		1:1	1.9:1	
Pharmacy	1: 2.4	1: 3.6	1:6.7	1: 2.4	1: 4.1	1:6.6	1: 2.8	1: 4	1:8.1	1: 3.2	1: 5.2	1:8.7	1: 3.2	1: 5.5	1:8.4
Public Health	1: 2	1: 1.6	1: 32.6	1: 1.7	1: 1.1	1: 27.9	1: 1.5	1: 1	1: 25.5	1: 1.8	1: 1	1: 27.8	1: 1.8	1: 1.1	1: 26.8
Rehab Medicine		5.9:1	3.4:1		3.2:1	2.7:1		2.6:1	2.8:1		3.3:1	1.6:1		4.4:1	1.6:1
Science	1: 1.9	1: 1.7	1.9:1	1: 2	1: 1.8	1.9:1	1: 1.9	1: 1.7	2:1	1: 2.1	1: 1.9	1.7:1	1: 2.3	1: 1.8	1.5:1
Total	1: 1.4	1: 1.1	1: 1.4	1: 1.4	1: 1.1	1: 1.5	1: 1.4	1: 1.1	1: 1.6	1: 1.5	1: 1.1	1: 1.6	1: 1.5	1: 1.1	1: 1.6

Source: Strategic Analysis and Data Warehousing - Professoriate Headcount merged with Enrolment Data from Strategic Analysis - Registration Statistics Table December 1, 2022

**Information reflects employees with Active, Leave With Pay, or Leave of Absence statuses on October 1 of each respective year. Excludes those who have Long Term Disability status.

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 (except FoMD), 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) 67.8% of the total professoriate figures;

4) This chart includes all types of students (domestic and international students as well as those registered in both full-time and part-time studies).

5) Numbers are rounded to the nearest one decimal point.

All of the faculties with graduate programs are represented in this dataset. It is important to note, however, that some programs will appear to be carrying a comparatively low faculty to course-based student ratio. These include programs in 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 graduate offerings in Engineering.

It is important to note that such 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.

1.3. Graduate/Undergraduate Enrolment Comparison

Over the last seven years, graduate students have comprised roughly 20% of the total student population at the University of Alberta. Table 4 highlights the balance of graduate to undergraduate students among individual Faculties.

Table 4. Percentage of graduate students out of total number of all students, by Faculty

Program Faculty	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Total	Grad %																
ALES	2083	25	2027	25	2066	25	2105	24	2043	25	2041	24	2186	22	2250	21	2146	23
Arts	6604	13	6460	12	6455	12	6567	11	6815	11	6752	10	7414	9	7663	9	7464	10
Augustana	1068	0	1016	0	1008	0	1044	0	1021	0	1019	0	995	0	1018	0	945	0
Business	2622	23	2621	23	2620	23	2669	23	2779	26	2776	26	2906	25	2938	24	3751	19
Campus Saint-Jean	608	5	602	5	629	4	711	4	789	2	830	3	846	4	782	5	712	4
Education	3609	26	3659	25	3781	24	3800	22	3875	23	3804	25	3994	24	4057	24	4019	26
Engineering	5757	24	5584	22	5576	24	5957	25	6123	26	6365	27	6472	26	6511	26	6384	26
Extension	55	100	55	100	60	100	54	100	51	100	68	100	77	100	8	100	3	100
FGSR*			22	100	26	100	23	100	31	100	38	100	7	100	26	100	17	100
KSR	1091	11	1058	11	1085	10	1132	12	1125	11	1111	12	1187	12	1320	11	1439	9
Law	537	2	561	2	577	2	572	2	580	2	579	2	566	3	588	3	587	3
Medicine & Dentistry	1653	38	1652	37	1654	37	1659	37	1649	36	1650	35	1629	35	1670	37	1679	37
Native Studies	166	5	163	7	198	10	219	8	230	11	220	12	212	15	225	11	216	14
Nursing	1746	8	1617	8	1466	8	1404	9	1385	10	1510	12	1537	13	1620	14	1647	13
Open Studies			1054	0	1120	0	1238	0	1326	0	1434	0	1069	0	1079	0	1292	0
Pharmacy	569	9	577	9	594	9	590	7	599	8	611	7	613	6	625	8	644	7
Public Health	289	100	262	100	241	100	246	100	246	100	253	100	286	100	325	100	327	100
Rehabilitation Medicine	804	98	860	97	982	98	994	100	998	100	1004	100	997	100	1006	100	976	100
Science	7428	16	7004	15	7188	15	7466	15	7430	16	7622	17	8398	15	8633	16	8852	15
TOTAL	37761	20	36854	20	37326	20	38450	20	39095	20	39687	21	41391	20	42344	20	43100	20

Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2022.

Percentages rounded to the nearest whole number. Totals include all students (graduate, undergraduate)

*The students listed under FGSR include Visiting or Western Deans Arrangement Students who aren't affiliated with a specific faculty.

These ratios offer insights into the potential capacity of individual Faculties to be supported by graduate students for both undergraduate teaching and research activities. In the case of most Faculties, the rates have remained relatively consistent over time.

There are, however, key exceptions. These include Native Studies, where the proportion of graduate students continues to grow following the introduction of the PhD in Indigenous Studies, and Nursing, where the proportion has increased from 8% to 13% since Fall 2016 (see Table 4).

1.4. Graduate Students by Citizenship

International graduate students (i.e. students on a student visa, work permit, or study permit) make up 41.7% of our total enrolments, which is the largest ever percentage, and shows marked growth and recovery after a slight COVID dip in the Fall of 2020. The number would have been higher except for about 300 immigration-related deferrals in Fall 2022.

As Table 5 shows, international students are distributed unevenly across Faculties, the table does, however, reveal that Faculty-specific international student participation continues to move upward in 2022-2023. This year saw increases in every faculty except for Public Health and Rehabilitation Medicine, with the sharpest increase in the Faculty of Law, which nearly doubled its percentage of international students. The number of international graduate students studying in the School of Business also continues to increase, partially due to programs delivered in Mandarin in Shanghai and Shenzhen.

Table 5. Percentage of international students by Faculty

Program Faculty	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ALES	49.1	51.7	51.2	52.8	50.0	50.1	50.8	51.9	53.5
Arts	32.9	32.4	33.8	33.8	36.9	37.8	36.2	38.3	40.6
Business	31.6	33.0	25.9	28.5	37.4	45.2	38.9	47.4	55.2
Campus Saint-Jean	3.5	3.2	3.7	3.5	5.3	11.5	3.1	5.3	6.5
Education	8.9	9.0	7.1	6.6	7.5	7.9	6.9	8.4	11.1
Engineering	63.0	63.7	61.3	62.2	66.1	71.2	67.3	70.1	72.9
Extension	3.6	3.6	3.3	3.7	9.8	8.8	13.0	12.5	33.3
KSR	20.2	21.7	19.8	18.4	21.3	19.4	15.8	15.0	17.1
Law	18.2	25.0	28.6	9.1	20.0	23.1	11.8	11.8	22.2
Medicine & Dentistry	35.0	33.9	32.9	31.2	30.9	33.5	30.7	31.4	33.0
Native Studies	0.0	0.0	0.0	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	18.7	12.4	16.1
Pharmacy	53.1	58.0	64.7	68.2	63.0	69.1	59.0	54.7	56.3
Public Health	12.5	11.1	10.8	10.2	11.4	15.0	21.3	23.4	23.2
Rehabilitation Medicine	3.6	3.5	2.7	3.9	3.0	3.2	3.1	3.2	3.2
Science	51.5	50.9	53.4	53.3	54.3	56.3	54.4	56.8	59.2
TOTAL	35.1	34.5	33.7	34.8	37.0	39.8	36.9	39.3	41.7

Source: Strategic Analysis and Data Warehousing –Registration Statistics as of December 1, 2022

In this chart, International Students do not include students in the categories with a citizenship status noted as Canadian Citizen or Permanent Resident.

Overall, the number of international graduate students has increased by 19.83% over the past 5 years (comparing Fall 2017 to Fall 2022).

It is also noteworthy that the international graduate student population is more diverse than the undergraduate student population in terms of country of origin. In all, graduate students come from more than 160 countries (though the majority of those countries are represented by comparatively few students).

Table 6. Top 20 source countries by student citizenship

2022 Rank	Country of Citizenship	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	% of total
1	Canada	4336	4356	4321	4494	4428	4295	50.99
	*Permanent Residents	664	667	630	682	678	616	7.31
2	China	867	1032	1120	1064	1147	1153	13.69
3	Iran	304	308	382	373	425	511	6.07
4	India	257	337	420	342	410	482	5.72
5	Bangladesh	69	92	134	131	165	163	1.93
6	United States	140	136	132	118	116	113	1.34
7	Nigeria	45	53	64	68	73	78	0.93
8	Brazil	85	89	80	77	66	73	0.87
9	Pakistan	52	65	70	62	61	66	0.78
10	Mexico	72	82	88	76	73	66	0.78
11	Egypt	47	47	59	52	59	59	0.7
12	Colombia	47	42	39	45	43	58	0.69
13	Ghana	32	32	42	45	49	42	0.5
14	Sri Lanka	18	15	14	16	27	42	0.5
15	Korea, Republic of	31	29	30	31	26	27	0.32
16	Hong Kong	14	10	9	12	12	26	0.31
17	Nepal	14	23	25	25	26	26	0.31
18	Philippines	5	7	9	7	14	25	0.3
19	Ukraine	23	18	15	17	15	25	0.3
20	Turkey	17	18	19	21	25	24	0.28
<i>Other Countries</i>								5.38
TOTAL		7668	7971	8225	8204	8414	8424	100 %

Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2022

Students are classified as either Domestic or International for purposes of fee assessments. In this table Domestic numbers include both Canadian and Permanent Resident totals. Students who are classified as Permanent Residents may hold citizenship in other countries; however, they are not counted in the totals for rows 2-20. Since their status has changed, they are no longer considered international students and they pay domestic fees and are included in the domestic totals.

Three countries that were in the top 20 in 2021 have been edged off - Germany, Vietnam, and Saudi Arabia. They were replaced in the top 20 this year by Hong Kong, Philippines, and the Ukraine. As the number of students for the countries in the bottom half are small, those countries tend to fluctuate a bit depending on the year, so it is perhaps more telling to see the newcomers on the list, and those that continue to be on the list over several years.

The population of grad students from the Ukraine is likely higher due to the war in that country and the supports and measures recently implemented by the University of Alberta both at the institutional level and within departments.

The percentage of Canadian students has decreased from 56.5% in 2017 to 50.99% in 2022, along with the percentage of Permanent Residence students which has been steadily decreasing over the past years, and has changed from 8.31% in 2020 to 7.31% in 2022.

Table 6 shows the 20 countries with the largest numbers of citizens enrolled at the university (by headcount) from 2017 to 2022. The 19 countries listed (without Canada) represent 41.7% of the graduate student headcount for Fall 2022. While the positions of the countries on this list have varied over time, China, Iran, and India have occupied the top three spots for over a decade. After trending downward in the Fall of 2020, enrolment numbers from all three countries have since recovered, with an especially large increase from Iran this year.

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.²

Table 7. Citizenship of sponsored graduate students

Country	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021- 2022	2022- 2023*	TOTAL
China	29	39	27	49	30	29	32	38	37	38	32	34	414
Saudi Arabia	18	24	13	18	11	16	10	1	0	0	1	2	114
Mexico	4	9	4	6	14	11	24	16	8	1	3	5	105
Columbia	3	2	3	4	6	4	4	4	2	1	5	10	48
Libya	0	3	5	10	7	2	2	4	2	2	0	2	39
Pakistan	4	2	0	0	0	4	0	4	0	0	6	17	37
Brazil	2	3	1	9	6	0	5	1	0	0	1	0	28
Vietnam	8	4	5	2	4	0	1	1	0	0	0	0	25
Chile	6	2	1	0	0	3	2	2	3	3	0	1	23
Yemen	0	0	0	0	0	1	8	1	7	3	0	1	21
Kazakhstan	1	3	2	0	0	1	4	2	4	1	0	0	18
Other	10	10	10	9	17	17	12	20	15	12	18	13	163
TOTAL	85	101	71	107	95	88	104	94	78	61	66	85	1035

Source: University of Alberta International - Sponsored Student Program. Compiled by Nicole Dewart– January 23, 2023

Notes: 1)

*Each academic year indicates the number of **new** sponsored students from that country, as of the Winter semester.

Sponsored students come to the U of A from 34 different countries, the most common of which are listed in sequence in Table 7.³

The number of sponsored students varies from year to year, mainly as a result of factors beyond our control, such as political and economic changes in students' home countries, and changes in diplomatic relationships between Canada and those nations.⁴

As of Winter 2023, 318 sponsored graduate students are registered at the University of Alberta, accounting for 9.2% of our international student enrolment.⁵

² Support normally includes tuition, associated fees, and living expenses for the duration of the student's degree program. The Sponsored Student Program is administered by the University of Alberta International (UAI) Office.

³ The large number of sponsored students from China can be attributed to our success in attracting students through the China Scholarship Council. This program provides scholarships of up to four years of study in any field for those top Chinese students aspiring to earn doctoral degrees from the University of Alberta.

⁴ The average scholarship lengths are 2 years for Masters students, and 4 years for PhD students. .

⁵ There are 3470 international students registered in the Winter 2023 term.

1.6. Enrolment by Gender

Table 8, and Figures 9 to 11 illustrate enrolment by gender in various categories of graduate programs, with the exception of certificate students.⁶ As in previous years, women outnumber men overall in graduate studies. While our systems currently only provides info on the four categories below, we are able to provide some additional information from the 2022 CGPSS survey. The data is not complete, but shows the breakdown for the 2547 respondents who answered the question, “With what gender do you identify?”:

	Number	Percent
Female	1443	56.7
Male	989	38.8
Non-binary	47	1.9
Transgender	11	0.4
Two-spirit	5	0.2
Another gender identity	8	0.3
I prefer not to respond	44	1.7

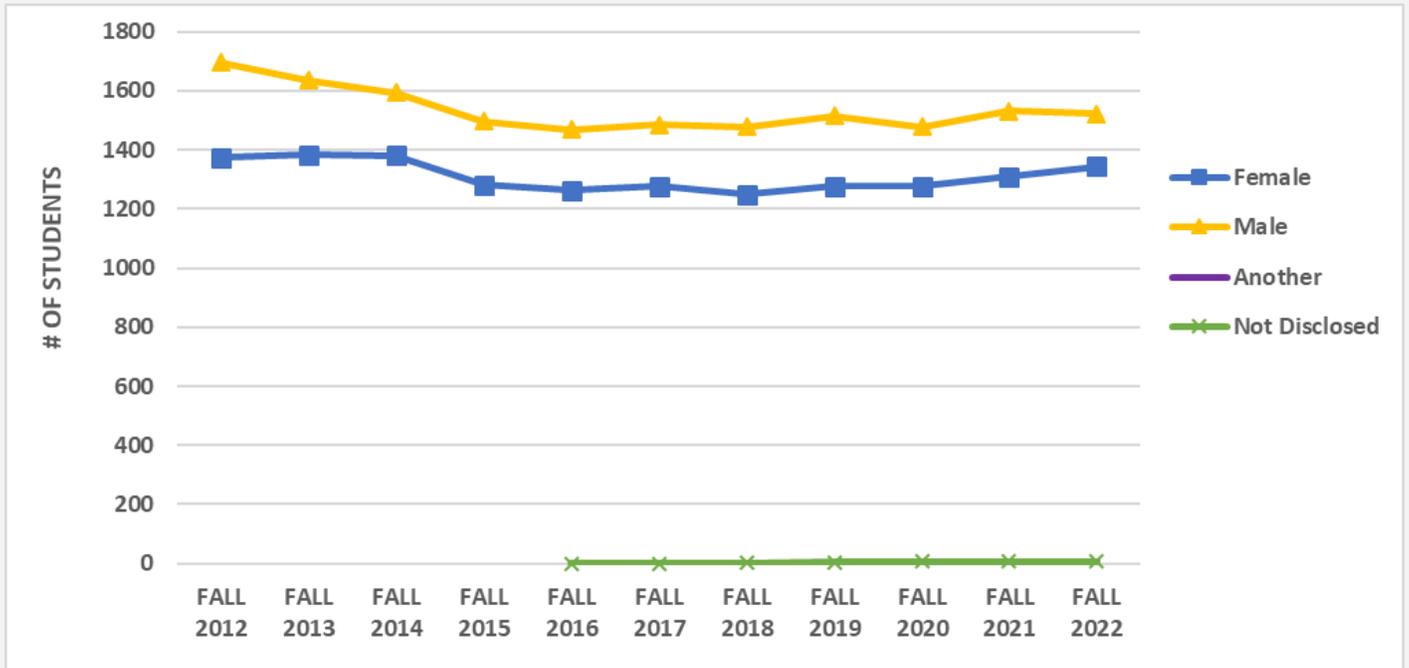
Table 8. Fall term graduate enrolment by gender

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	% of Total
Female	3840	3945	3977	3967	3828	3999	4021	4174	4342	4416	4554	4602	54.62
Male	3634	3653	3687	3605	3376	3457	3640	3788	3867	3763	3829	3788	44.97
Another									6	14	21	26	0.31
Not Disclosed						2	7	9	10	11	10	8	0.90

Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2022.

⁶ Note that graduate admissions software implemented in 2017 allows applicants to self-identify as male or female, or to choose not to disclose. Over time, this change in practice will allow us to reflect our students’ gender diversity with more nuance.

Figure 9. Doctoral enrolment by gender

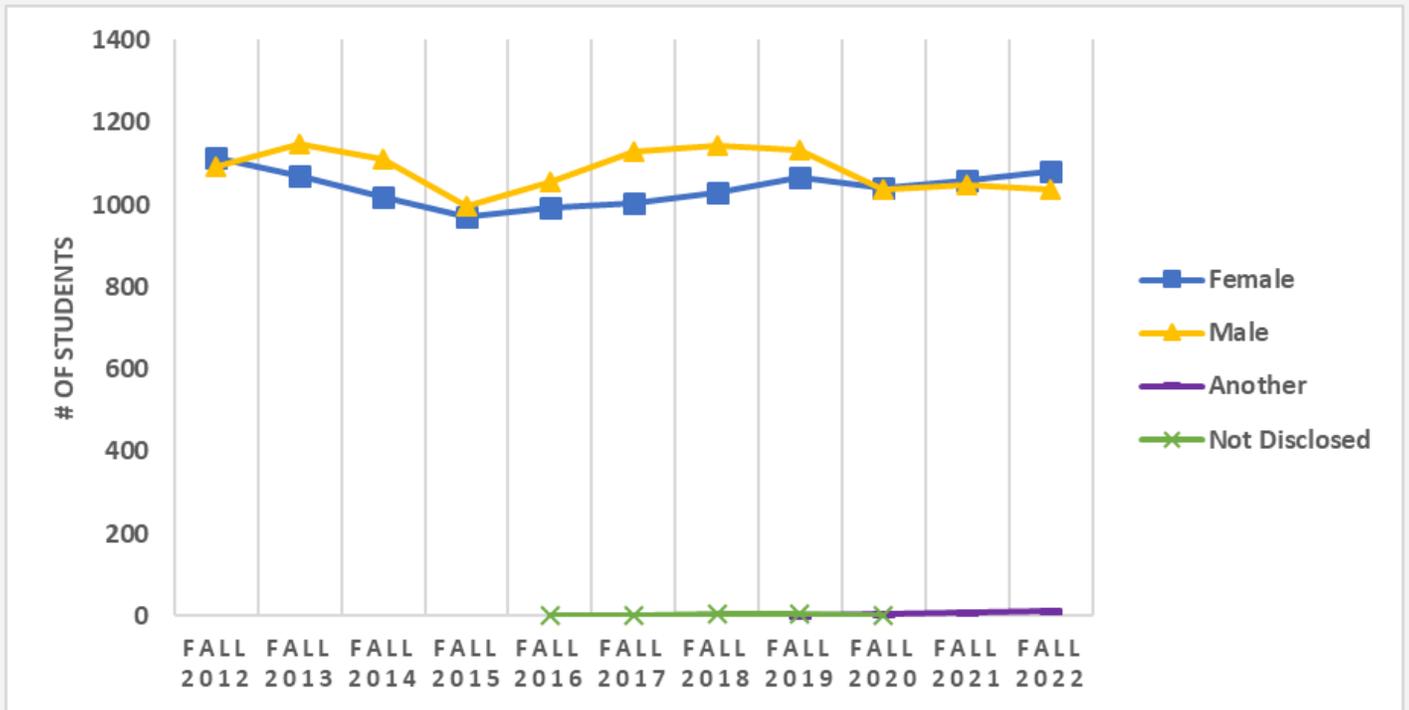


Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2022.

These general figures, however, obscure a more complex picture. As Figure 9 shows, men continue to account for a higher percentage of U of A doctoral students than women. The percentage of doctoral students who are female currently stands at 46.7% (while male students comprise 52.9% of the doctoral student population, a ratio of 1.13 males to every female). The percentage of doctoral students who identified as “Another” or “Not Disclosed” is 0.38%.

The percentage of female doctoral studies is very slowly increasing, as in Fall 2012, it was 44.7%. The percentage of persons using the “Another” or “Not Disclosed” categorization is also increasing slowly for PhD Students from 0.21% in Fall 2019.

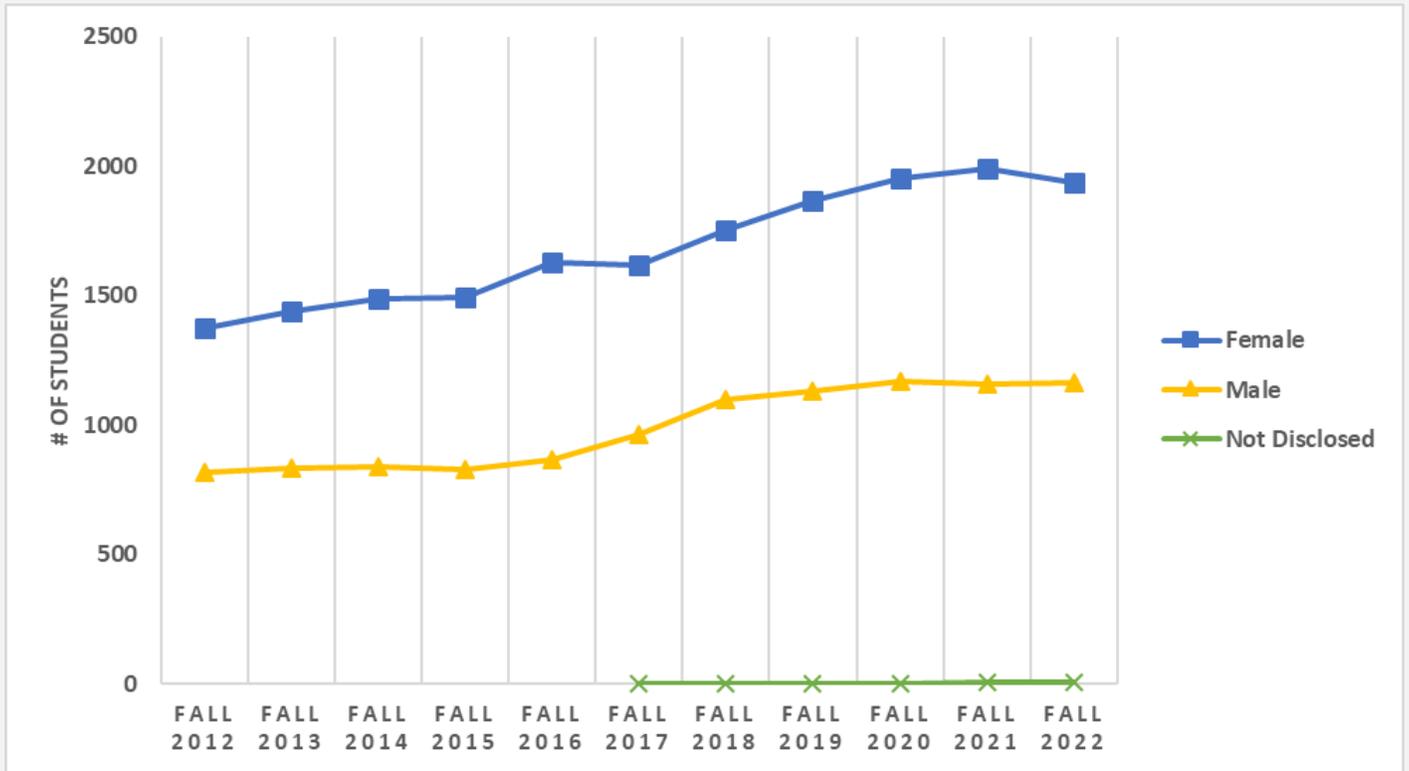
Figure 10. Thesis-based master's enrolment by gender



Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2022.

Within thesis-based master's programs, the figures indicate near gender parity, with women accounting for 50.7% of enrolments, while male registrants comprise 48.7% (see Figure 10). In the Fall of 2022, 0.5% noted "Another" or "Not Disclosed".

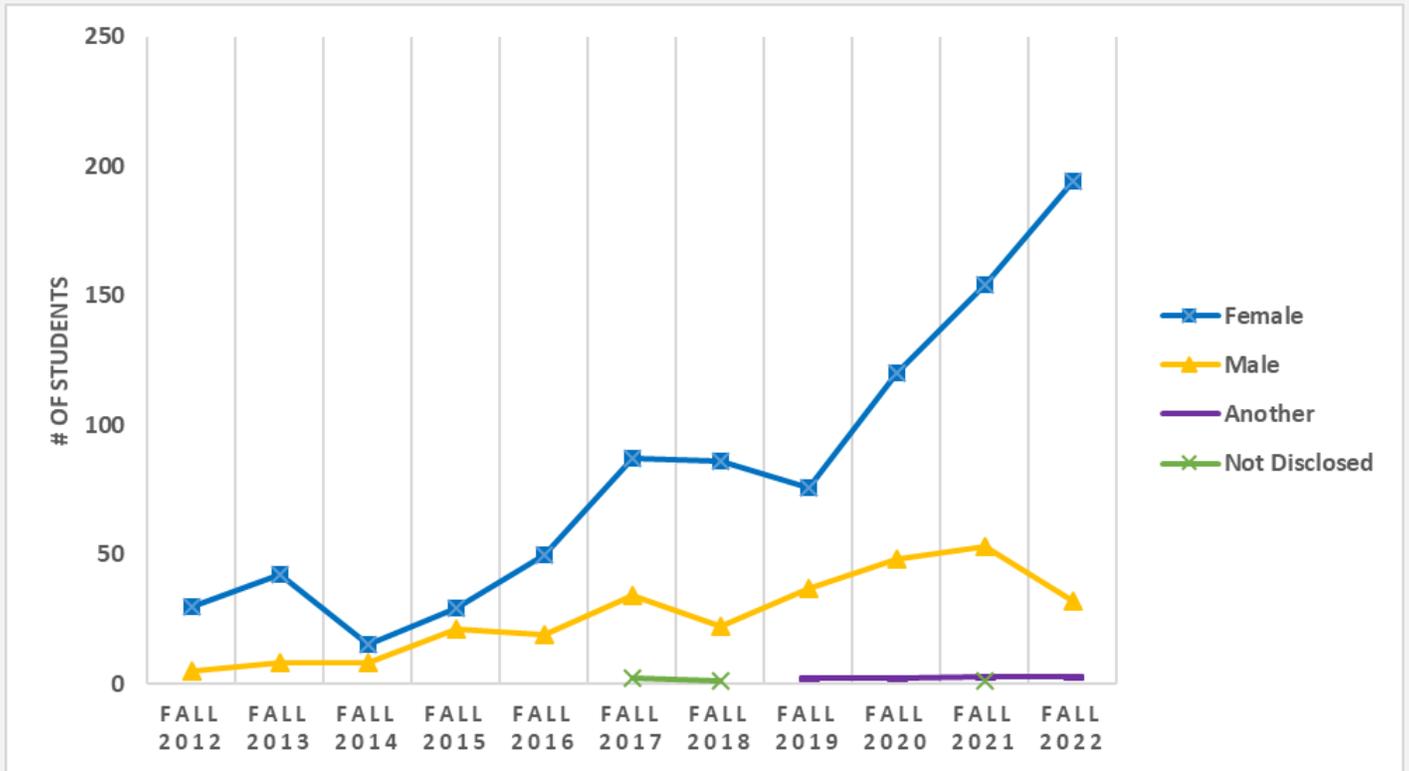
Figure 11. Course-based master's enrolment by gender



Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2022.

The situation is very different in our course-based master's programs, where the majority of registrants are women (62.3%) compared to men (37.4%).

Figure 12. Certificate enrolment by gender



Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2022.

While in the other three categories of students male and female are much closer, the widening gap between male and female is very evident for certificate students.

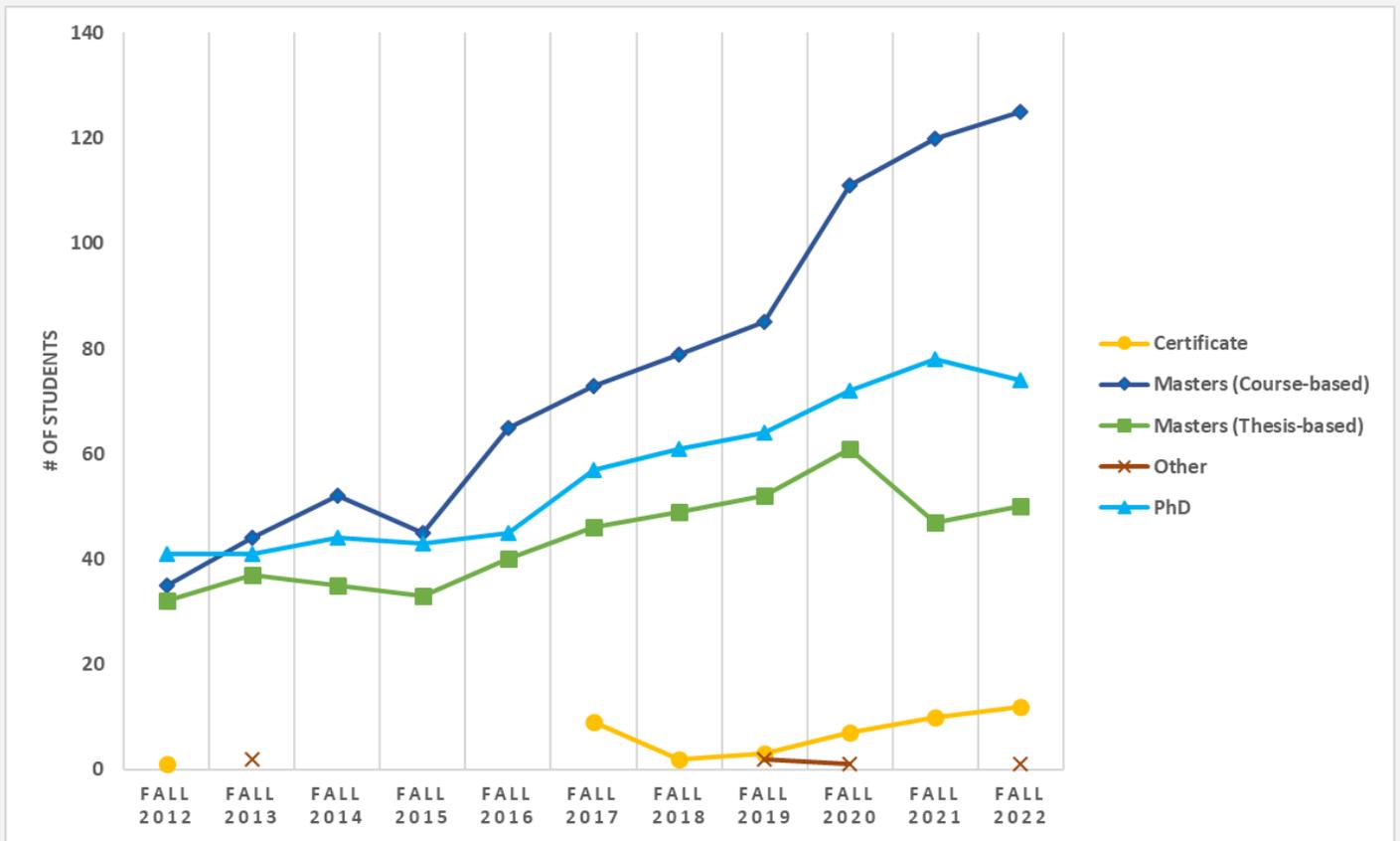
Overall, the University of Alberta data appear to be broadly in line with national figures reported by the U15 Institutions who participate in the CGPSS Survey.

1.7. Indigenous Student Enrolment

It is exciting to report that the number of students registered in our graduate programs who are self-declared as First Nations, Métis or Inuit continues to increase: 262 students in 2023, in comparison to 109 in Fall 2012 (see Figure 13), and a 2.7% increase between 2021 and 2022 alone.⁷ This figure reflects 3.1% of the overall graduate student population.

While the upward trend is reflected in registrations in most program categories, the most dramatic increase this year is in Certificate registrations, which increased from three to seven students since 2020. Following that, the greatest increase is in course-based master's programs, in which Indigenous enrolment increased by 30.6% from Fall 2019 rates. This confirms a sense that certificates ought to be regarded as a valuable pathway into graduate studies for some students.

Figure 13. First Nations, Métis and Inuit student enrolment



Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2022.

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

⁷ Student enrolment records are maintained in Campus Solutions, and students are able to self-identify as First Nations, Métis or Inuit.

Table 9. First Nations, Métis and Inuit student enrolment by Faculty, Fall 2022

Program Faculty	PhD	Master's Thesis	Master's Course	Certificate and Other
ALES	*	10	*	
Arts	12	10	*	
Business	*		6	
CSJ			*	
Education	24	*	65	7
Engineering	*			
KSR	*	*	*	*
Law	*			
Medicine & Dentistry	*	*		
Native Studies	17	7		
Nursing	5	*		
Pharmacy		*		
Public Health	*	*	7	
Rehabilitation Medicine	*		39	*
Science	*	13		
<i>Combined * Faculties</i>	16	10	8	6
Total	74	50	125	13

Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2022.

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

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

The distribution of Indigenous students from within Canada varies across Faculties at the University of Alberta. Table 9 highlights those Faculties with the highest frequencies of Indigenous graduate student enrolments. The PhD total has increased to 74 from 72 in 2020, and the Course-based Masters has increased to 125 from 111 in 2020. The number of Thesis-based Masters has decreased by 11 students over the same period.

2. APPLICATIONS AND ADMISSIONS

In 2021-22, the University of Alberta received 17,701 graduate student applications, which is the largest number recorded since the current graduate admissions system was implemented in 2017 (see Figure 14).⁸ It is an 11.86% increase from the 20-21 to 21-22 cycle. While the 22-23 cycle has not yet concluded, with 13,416 in the first part of the cycle, we could be at another all time high.

The increase in application numbers, despite the challenges presented by a global pandemic over the past couple years, along with study and visa permit issues this year, might be counter-intuitive. It merits further study and analysis.

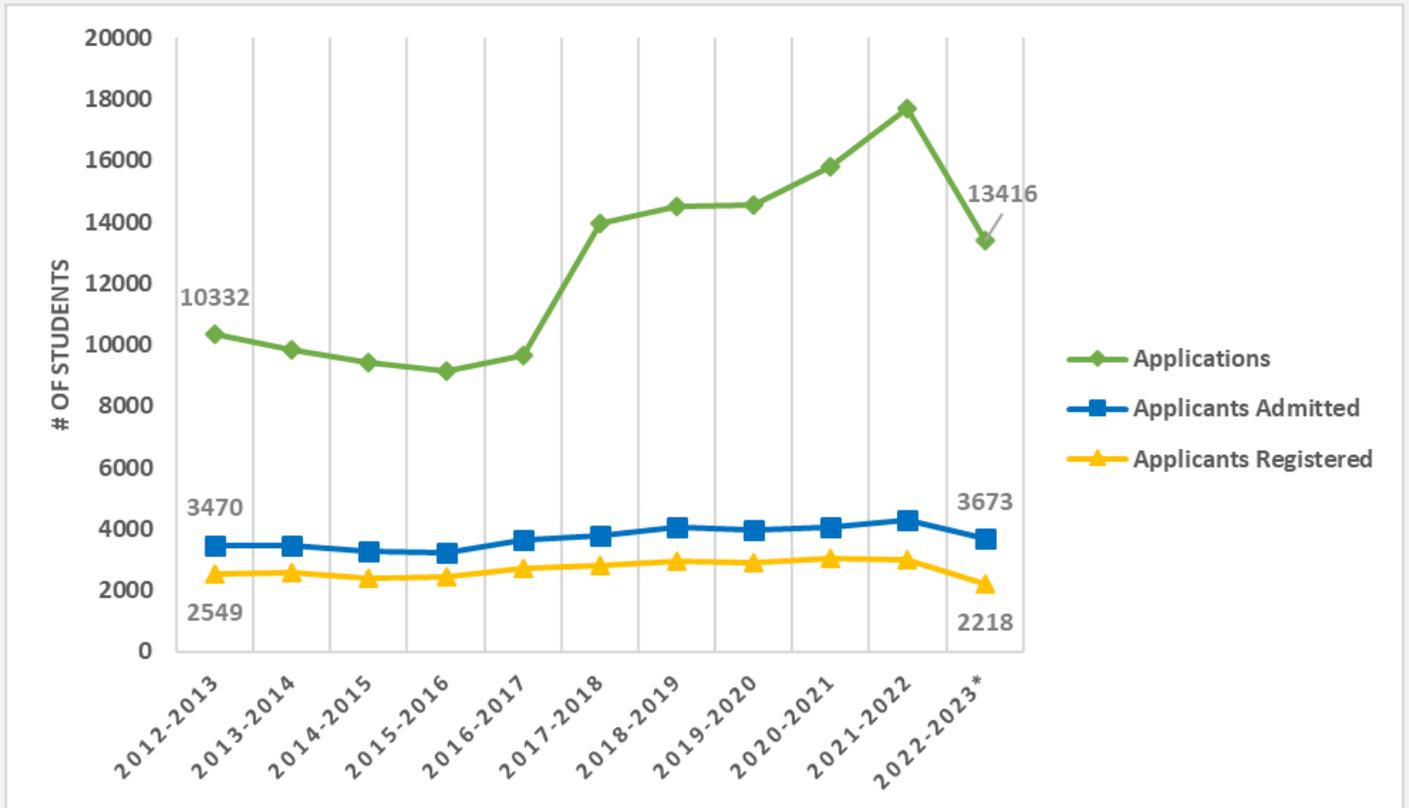
2.1. Graduate Admissions

It is important to note that, unlike the vast majority of undergraduate students, many graduate students do not start their programs in the Fall term. While the average over the past 22 years, shows that 22.3% of graduate students start in a term other than fall, that number has been higher over the past several years (29.7% in 2018 - 2019, 28.3% in 2019-2020, 33.8% in 2020-2021, and 31% in 2021-2022)⁹ As a result, in the illustrations that follow (Figures 13 to 16), we have presented provisional 2022-2023 data* based on figures currently available in PeopleSoft Campus Solutions.

⁸ When considering these figures, it is important to note that since 2017-18, FGSR has tracked substantially more applications to U of A 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.

⁹ The use of Peoplesoft to record began 22 years ago.

Figure 14. Total number of admissions to graduate programs



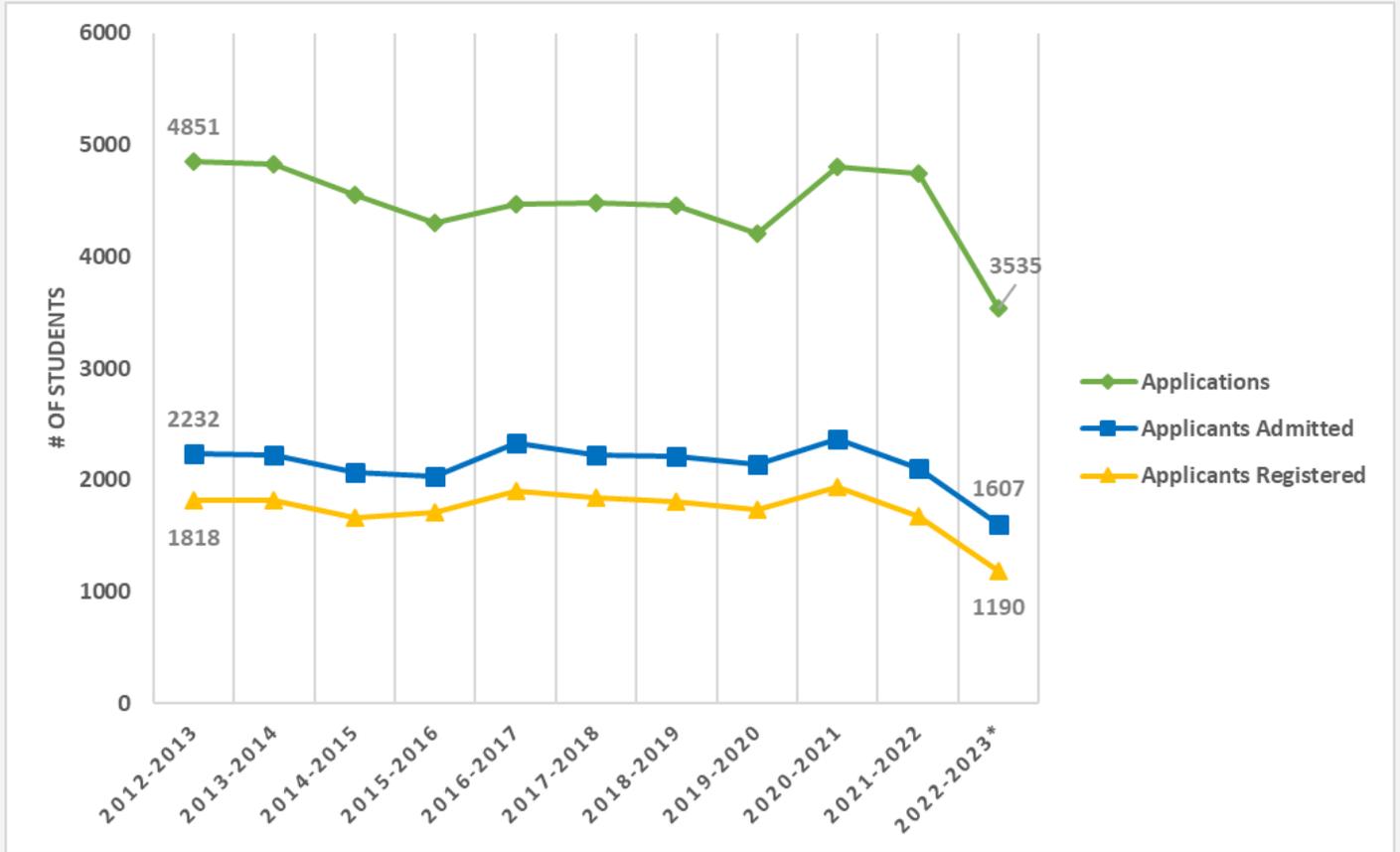
Source: FGSR Internal Script with data extracted from Peoplesoft Campus Solutions as of late December 2022.

The first of these, Figure 14, 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).

As the table reveals, admission to University of Alberta graduate programs remains competitive. Only 27.4% of applications in 2022-23 resulted in an offer of admission, but this number is not complete yet. In 2020-2021, 25.6% of applications resulted in an offer of admission, while in 2021-22, 24.3% resulted in an offer of admission. These numbers are below the rates from the years of 2012 to 2017 which ranged from 33.5 - 37.5%.

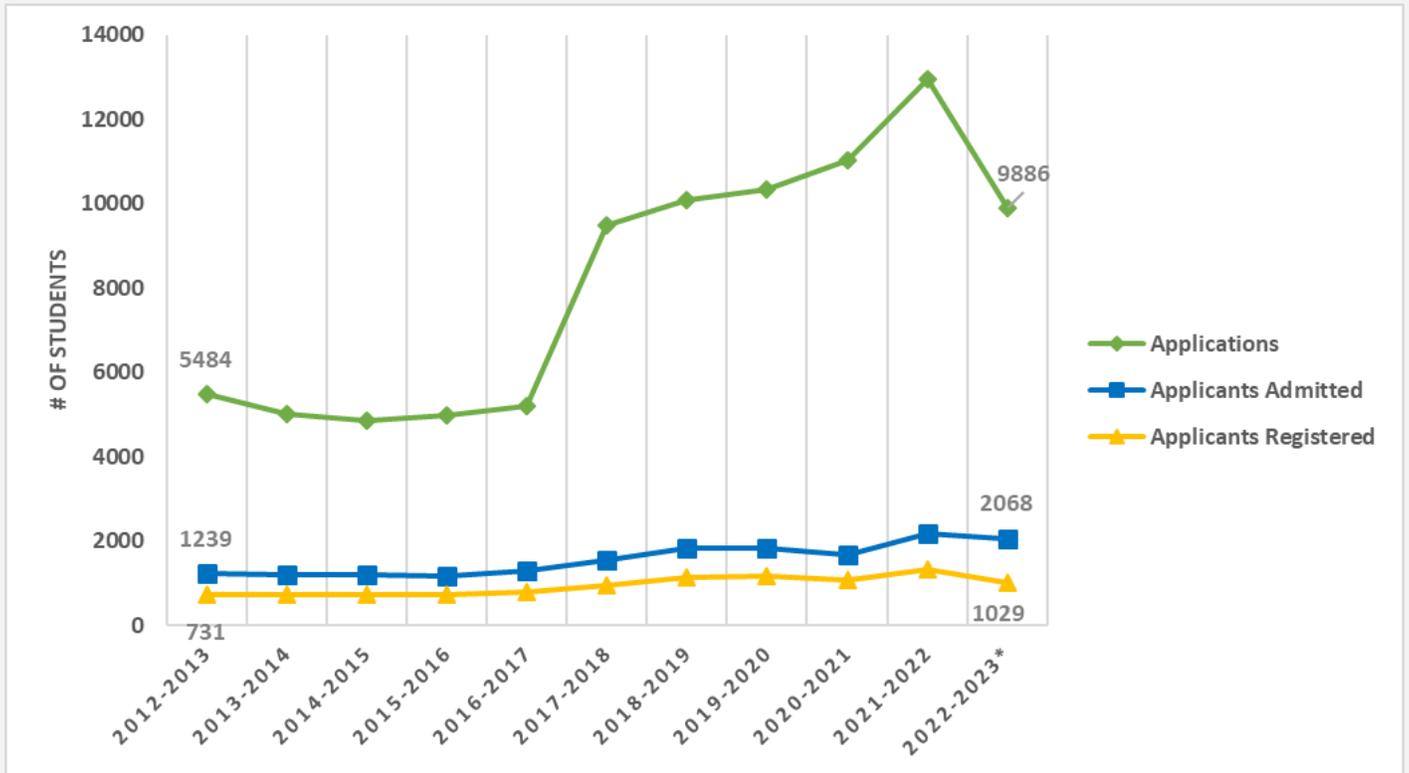
The overall yield rate (that is, the proportion of admitted applicants who registered in graduate studies) currently stands at 60.4% for 2022-23. (Note, however, that 2022-23 figures do not yet include data from the Spring and Summer terms, which may allow for a more precise comparison with last year's overall yield rate [70].) However, the trend does require further investigation as the yield rate between the years 2012 and 2021 was typically between 73 and 75%.

Figure 15. Domestic graduate admissions



Source: FGSR internal script with data extracted from Peoplesoft Campus Solutions database as of late December 2022.

Figure 16. International graduate student applications and admissions

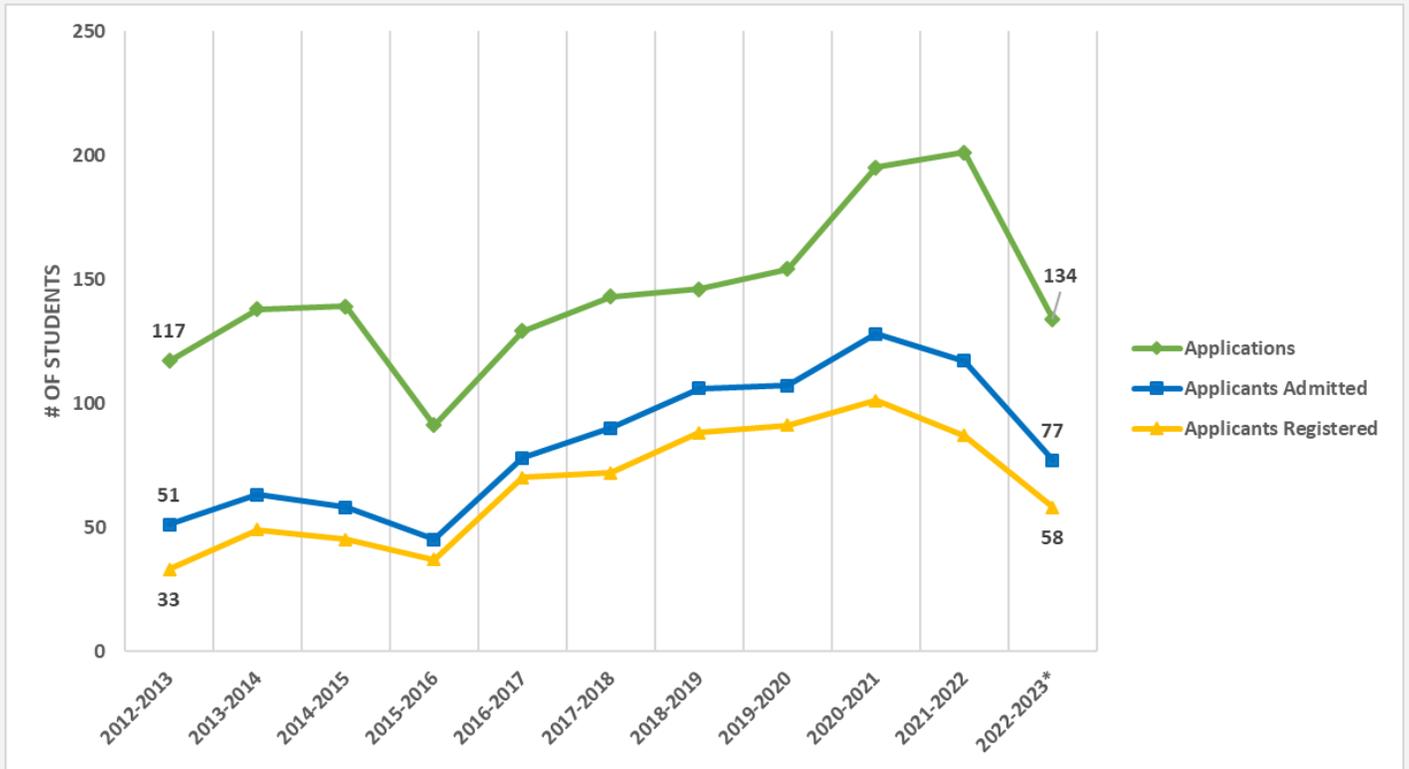


Source: FGSR Internal Script with Data Extracted From Peoplesoft Campus Solutions as of late December 2022.

For their part, international applicants (i.e. students seeking to attend the university on a study/work visa) continue to make up a large part of the total graduate applicant pool. International applications have more than doubled in ten years (a 136% increase), reaching their highest-ever level in 2021-22 (see Figure 16).

Since admission rates remain relatively constant, these data suggest that demand for our programs continues to be strong among students in several parts of the world. It is interesting to also note that despite the challenges of COVID, and a smaller number of international registrants in 2020-21, the number has rebounded to the highest it has ever been with 1340 international registrations in 2021-22, (which is an increase from 1180 in 2019-20). While the 2022-23 cycle is not complete yet, we anticipate that the travel and immigration documentation issues will have an effect on this year's numbers, especially when considered with the high volume of deferrals in both Fall 2022 and Winter 2023 (over 600).

Figure 17. First Nations, Métis and Inuit student applications and admissions.



Source: FGSR Internal Script with Data extracted from peoplesoft Campus Solutions as of late December 2022.

The figures related to applications from Indigenous students tell an equally positive story.

As Figure 17 reveals, the gap between applications and admissions is smaller than among non-Indigenous students: 57.5% of applications from Indigenous students living within Canada are admitted, as opposed to 27.4% overall.¹⁰

Although the applicant pool is proportionately smaller with year-over-year fluctuations in total numbers, 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 support opportunities to recruit and support Indigenous students. For example, FGSR worked with the office of the Vice-Provost Indigenous (Research and Programming) to establish a SAGE (Supporting Aboriginal Graduate Enhancement) pod. SAGE is an Indigenous-led graduate student mentoring program that aims to create a sense of community and support across the campus community.¹¹

¹⁰ Both numbers are not yet complete for the 2022-23 cycle, but are comparing the same time period.

¹¹ For more on the SAGE program, see <https://www.ualberta.ca/graduate-studies/current-students/sage.html>.

2.2. Admissions Grade Point Average

The Admissions Grade Point Average (AGPA)¹² is a core eligibility criterion for graduate admissions, although it is rarely a final determining factor as there are other elements to consider including letters of reference, statements of interest, CVs, and so forth.

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.¹³

Among doctoral applicants, this year's average AGPA is just slightly below the decade-long high of 3.72 from 2019-20:

Table 10. Doctoral average AGPA

	Average AGPA	Applicants Admitted	Applicants Registered	Percentage Yield
2009-10	3.70	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	3.72	709	512	72%
2020-21	3.69	602	482	80%
2021-22	3.68	631	459	73%
2022-23*	3.68	622	371	60%

Source: FGSR Internal Script with data from Peoplesoft Campus solutions as of late December 2022.

NOTE: 2022-2023 numbers are not yet complete.

¹² 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.

¹³ 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.

For their part, master's level applicants presented the highest average AGPA in the years noted. In the case of applicants to thesis-based master's programs, this was a new peak of 3.68 for the 2021-22 year:

Table 11. Thesis-based master's average AGPA

	Average AGPA	Applicants Admitted	Applicants Registered	Percentage Yield
2009-10	3.60	1144	815	71%
2010-11	3.59	999	706	71%
2011-12	3.60	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	3.60	1017	770	76%
2016-17	3.59	1090	846	78%
2017-18	3.62	1074	821	76%
2018-19	3.62	1081	825	76%
2019-20	3.64	1044	781	75%
2020-21	3.66	991	766	77%
2021-22	3.68	1058	788	74%
2022-23*	3.69	929	639	69%

Source: FGSR Internal Script with data extracted from Peoplesoft Campus Solutions as of late December 2022.

Note that 2022 - 2023 numbers are preliminary and do not include all terms.

Applicants to course-based master's programs, presented a higher than average AGPA of 3.62 in 2022-23, showing a trend of increase over the past 10 years:

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	3.50	1320	984	75%
2013-14	3.48	1464	1120	77%
2014-15	3.52	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	3.56	1888	1357	72%
2020-21	3.56	2056	1464	71%
2021-22	3.59	2145	1406	66%
2022-23*	3.62	1837	983	54%

Source: FGSR Internal Script extracted with data from Peoplesoft Campus Solutions as of late December 2022.

Note that 2022 - 2023 numbers are preliminary and do not include all terms.

Newly added for this report, Table 13 shares the same data for graduate certificate students over the past several years.

Table 13. Certificate average AGPA

	Average AGPA	Applicants Admitted	Applicants Registered	Percentage Yield
2012-13	3.55	50	28	56%
2013-14	3.47	55	43	78%
2014-15	3.05	54	36	67%
2015-16	3.80	77	62	81%
2016-17	3.83	103	69	67%
2017-18	3.37	140	103	74%
2018-19	3.37	111	85	77%
2019-20	3.32	159	134	84%
2020-21	3.35	217	180	83%
2021-22	3.35	254	206	81%
2022-23*	3.43	178	135	76%

Source: FGSR Internal Script extracted with data from Peoplesoft Campus Solutions as of late December 2022.

Note that 2022 - 2023 numbers are preliminary and do not include all terms.

3. MEASURES OF PROGRAM SUCCESS

This section provides information on three key measures of program success: graduate degrees granted, average completion time, and rates of attrition. The first two measures are reported by graduating cohort, and include all individuals who graduate in a given calendar year.¹⁴

3.1. Graduate Degrees Granted

The University of Alberta saw a record number of graduate students convocate in 2022 in comparison to the previous ten years.

Figure 18. Convocants by degree



Source: FGSR Internal Script with Data extracted from Peoplesoft campus Solutions as of December 2022.

Convocant numbers continue to rise in total, with the increases in certificate and Masters (Course-based) graduates and a slight drop in PhD and Masters (Thesis-based) students.

¹⁴ Note that the parameters for convocation numbers include the two convocations each year, in Spring and Fall. 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 available information.

3.2. Completion Time

A second key measure of success is the time to completion. For the purpose of those data presented below, *completion time* is defined as the period from a student's first registration date to their program completion date.

Leaves of absence do skew overall completion times as they are not factored in, at present, to the data as presented. A leave of absence has the effect of pausing a student's time in program as they are officially approved to stop working on it for various reasons (e.g. parental leave, compassionate/medical leave). In some instances, a student may have multiple leaves or one leave that is extended as the reason for the leave has not been resolved within the original approved request.

Further, with the impacts of the COVID-19 pandemic and resulting restrictions on university research, international travel, and VISA processing delays, graduate students were eligible to take special leaves of absence when it was clear they could not progress in their programs through no fault of their own. The impacts of the pandemic are not yet fully understood and likely won't be measurable for a few more years to understand the nature and degree of their effects on graduate program completion times.

It is also important to note that the leave of absence policy changed in 2020, and going forward if a student chooses to take a leave of absence (3.2.2), only certain types of leaves will count toward completion time.¹⁵

3.2.1 Average Completion Time

In 2022, recipients of doctoral degrees had taken on average 5.73 years to complete their studies. Those in thesis-based masters programs had required on average 2.86 years, while those in course-based masters programs had taken 2.15 years.¹⁶

While these rates broadly reflect the trends witnessed in previous years, a few observations emerge. The first is that average completion times for students in our doctoral programs are not tracking downward; in fact, they appear to be increasing, and holding steady at what is considered to be the high end for average doctoral program completion times, which are now close to the FGSR expectation of six years. The second is that the effects of the COVID pandemic, and the implications to research based students who were unable to complete field work during that period, for example, may be showing up this year and will continue to be evident for the next few years.

¹⁵ In the 2020-21 calendar, the approved leaves of absence categories were revised to include regular, exceptional, parental, and professional leaves. Only the regular leave period counts towards the completion time for a student's program of study; the other leave types do not contribute to the student's formal completion time.

¹⁶ 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 14. Average completion time in years by degree type

Convocation Year	PhD	Masters (Thesis-Based)	Masters (Course-based)	Certificate
2012	5.68	2.75	2.32	1.83
2013	5.65	2.69	2.34	2.18
2014	5.54	2.72	2.28	2.51
2015	5.65	2.68	2.28	2.16
2016	5.61	2.74	2.34	2.68
2017	5.63	2.74	2.38	2.41
2018	5.62	2.68	2.21	1.62
2019	5.64	2.62	2.28	2.24
2020	5.70	2.68	2.15	2.12
2021	5.59	2.74	2.16	1.90
2022	5.73	2.86	2.15	1.74

Source: FGSR internal script using data extracted from Peoplesoft Campus Solutions as of December 2022

Note: Completion time here is the period from a student's registration date to a student's completion date, and includes any time away from the program (ie. leaves of absence).

The average completion times for students in course-based masters programs remain markedly shorter than for those in thesis-based masters programs. This may be because there are more international students registered in these programs. They consistently complete their programs in less time than domestic students, year over year, in every type of degree program:

Table 15. Average completion times in years by citizenship

Convocation Year	PhD		Masters (Thesis-Based)		Masters (Course-Based)		Certificate	
	Domestic	International	Domestic	International	Domestic	International	Domestic	International
2012	5.83	4.79	2.85	2.5	2.45	1.72	1.51	
2013	5.8	4.98	2.86	2.39	2.46	1.71	1.09	0.26
2014	5.78	4.82	2.87	2.44	2.38	1.69	2.18	
2015	5.87	5.00	2.88	2.41	2.43	1.65	1.84	2.76
2016	5.85	5.04	2.87	2.5	2.53	1.65	2.6	2.36
2017	5.97	4.97	2.84	2.55	2.54	1.69	2.46	1.44
2018	5.89	5.14	2.74	2.58	2.4	1.52	1.58	2.22
2019	5.99	5.11	2.74	2.41	2.45	1.67	2.21	3.28
2020	6.18	5.0	2.75	2.55	2.45	1.62	2.09	1.83
2021	6.07	5.06	2.82	2.62	2.42	1.63	1.85	1.86
2022	6.16	5.27	3.02	2.67	2.37	1.61	1.74	1.79

Source: FGSR internal script with data extracted from peoplesoft campus solutions as of December 2022

Note: Completion time here is the period from a student's registration date to a student's completion date, and includes any time away from the program (ie. leaves of absence).

3.2.2 Leaves of Absence

We expected that a larger number of students would need to take an exceptional leave of absence¹⁷ due to the complications posed by the COVID-19 pandemic during the 2020 and 2021 years. However, it appears that students were largely able to continue progressing, even if at a slower pace. We believe that these challenges are slowly being reflected in an increased time to completion this year, and over the coming years (see 3.3).

Table 16. 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	0.62	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	0.76	31	0.69	13	0.78	18
2014	0.70	33	0.85	26	0.87	21
2015	0.67	39	0.55	19	0.99	24
2016	0.77	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	0.80	55	0.49	31	0.93	19
2020	0.75	48	0.63	32	0.84	26
2021	0.81	53	0.56	39	0.77	27
2022	0.73	50	0.52	39	0.83	34

Source: FGSR Internal Script with Data extracted from Peoplesoft Campus Solutions as of December 2022.

¹⁷ 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 17. Average LOA (in years) by citizenship

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	0.74	54	0.76	51	0.44	3
2011	0.69	57	0.69	56	0.67	1
2012	0.65	61	0.68	54	0.38	7
2013	0.75	62	0.76	55	0.64	7
2014	0.79	80	0.83	67	0.58	13
2015	0.74	82	0.77	69	0.56	13
2016	0.84	101	0.89	83	0.63	18
2017	0.83	93	0.90	74	0.56	19
2018	0.81	89	0.83	68	0.74	21
2019	0.73	105	0.76	84	0.63	21
2020	0.73	106	0.76	90	0.59	16
2021	0.73	119	0.72	94	0.73	25
2022	0.69	123	0.75	93	0.51	30

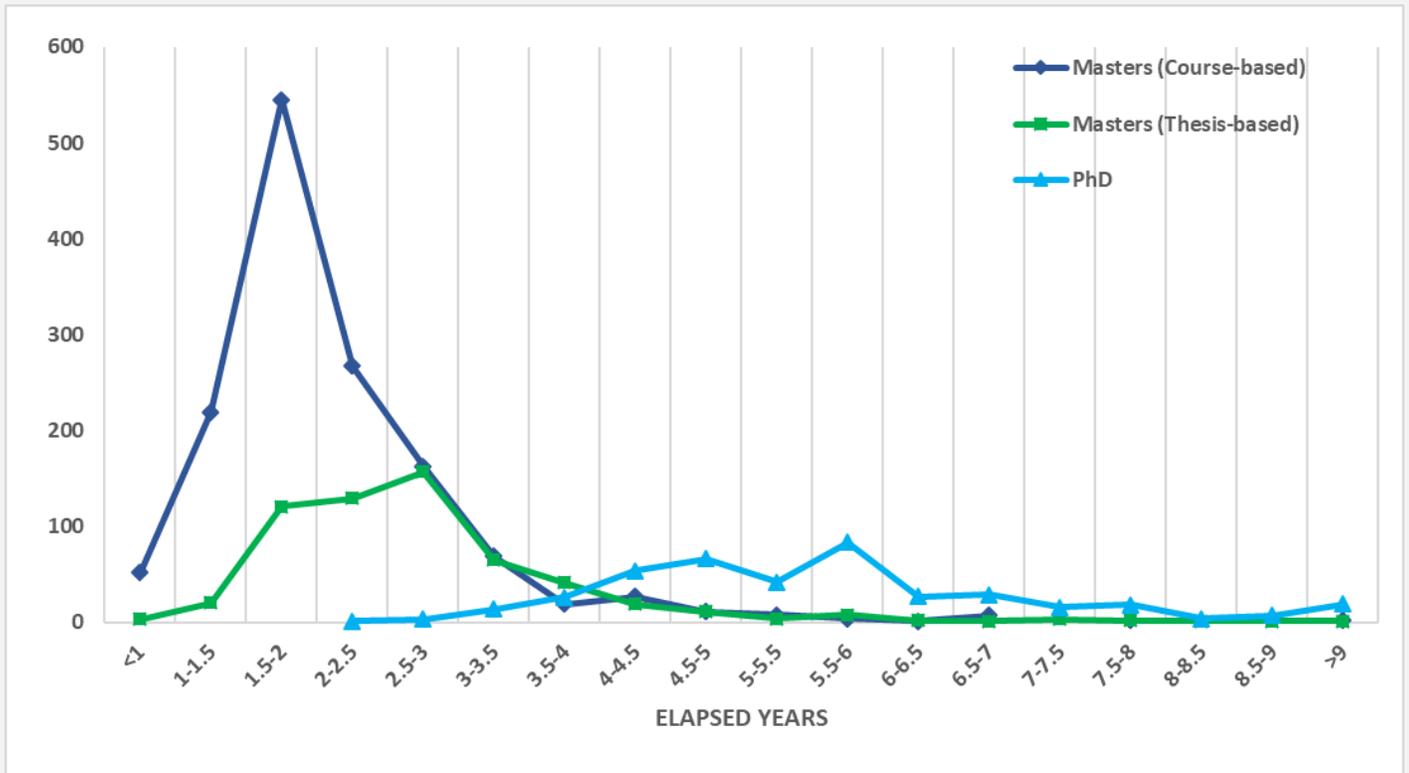
Source: FGSR Internal Script with Data extracted from Peoplesoft Campus Solutions as of December 2022.

In 2021 and 2022, a larger number of International students took a leave, and in 2021 for a longer average period, than in the previous years. This change is likely due to the implications and ongoing travel restrictions of COVID-19 (Table 17). However, as in previous years, domestic students continue to be more likely than international students to take leaves.

3.2.3 Distribution of Completion Times

Completion time, as noted above, is a complex variable; its significance is not fully captured in a single measure.

Figure 19. Completion distribution by degree, Year 2022



Source: FGSR Internal Script with data extracted from peoplesoft campus solutions as of December 2022

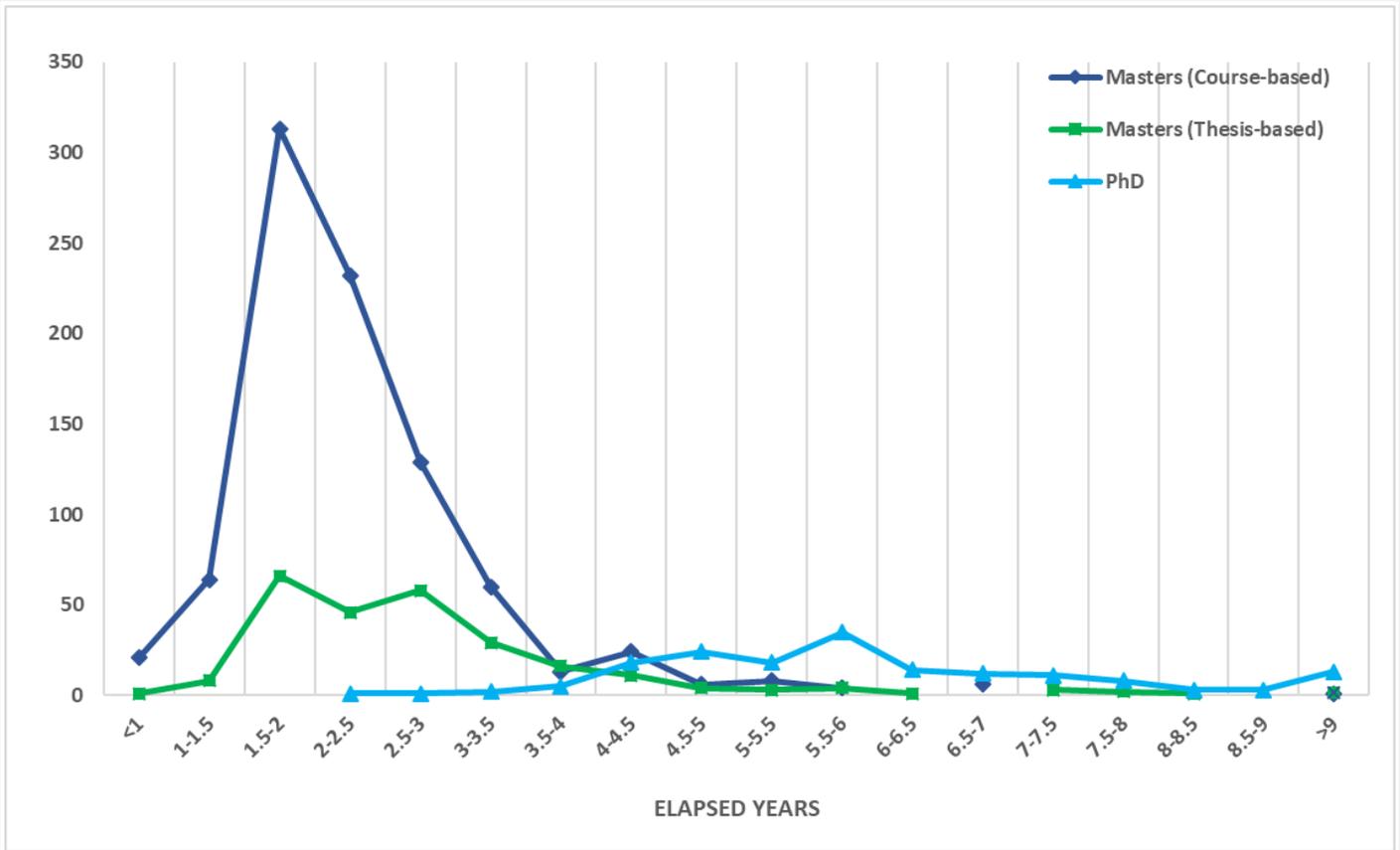
Note: Completion time here is the period from a student’s registration date to a student’s completion date, and includes any time away from the program (ie. leaves of absence).

While the average time to completion, reported above, offers a means to track overall performance, it tends to obscure information about the variability and range of completion patterns. Figure 19 illustrates the distribution of completion times for 2022 graduates, in an effort to bring more clarity to the issue.

Not surprisingly, the trend is for the majority of masters students to finish within the expected range; the curve, however, includes a long tail reflecting relatively small numbers of students whose longer completion times tend to skew the average completion time upward.

The PhD pattern is differently distributed, illustrating the fact that while some international students may go beyond the six-year time limit for their program; this is far less common than with domestic students (compare Figures 20 and 21 below).

Figure 20. Domestic completion distribution by degree, Year 2022

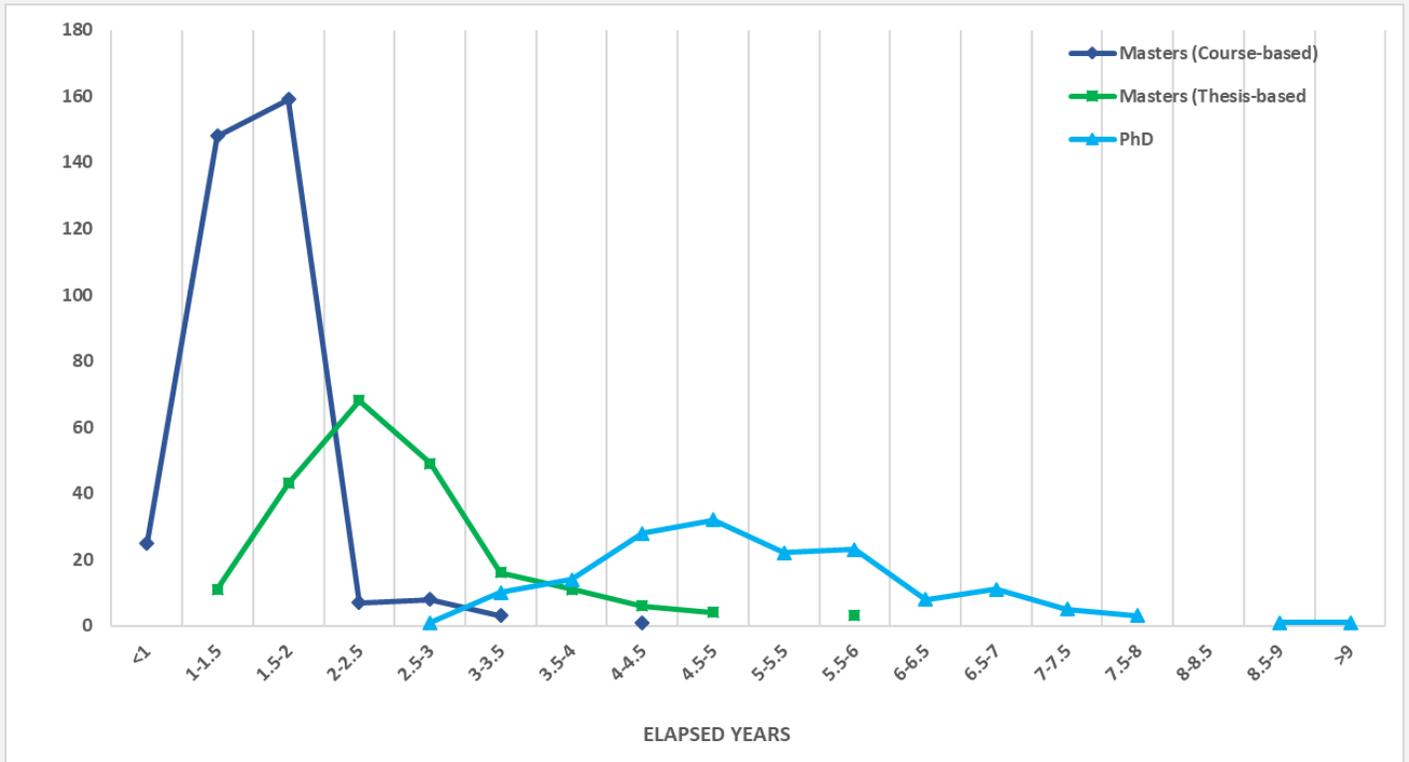


Source: FGSR Internal Script using data extracted from Peoplesoft Campus Solutions as of December 2022.

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.
- 3) Completion time here is the period from a student's registration date to a student's completion date, and includes any time away from the program (ie. all leaves of absence).

Figure 21. International completion distribution by degree, Year 2022



Source: FGSR Internal script using data extracted from Peoplesoft Campus Solutions as of December 2022.

- 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) Completion time here is the period from a student's registration date to a student's completion date, and includes any time away from the program (ie. all leaves of absence).

3.3. Completion and Attrition Rates

Another important measure of program success is the relative proportion of University of Alberta graduate students who complete their programs. To determine completion and attrition rates, we categorize the graduate students starting their program in each academic year into three groups: those who were still active at the end of the current Spring term; those who have convocated; and those who have left the university without acquiring any credential(s).¹⁸

The impacts of the COVID-19 appear to have negatively impacted completion times and most likely also impacted attrition rates. Students who anticipated completing their Doctoral or Masters degrees, on average in 6 or 3 years respectively, may have been delayed in reaching certain milestones due to university closures and/or research activity ramp-downs, and as a result required a longer active registration period.

Table 18 presents these doctoral attrition and completion rates. The table does not report the rates for cohorts that fall within the six-year completion time for a PhD, but does report the absolute number of convocating, still active, and remaining students for those groups.

Doctoral attrition rates remain an area of concern, and FGSR intends to work with programs to better understand the causes and to propose strategies on how they could be reduced in the coming years. It is, however, encouraging that since 1999, the attrition rates have decreased steadily, albeit unevenly.

¹⁸ Note that students currently recorded as “active” may either convocate or leave their program without a degree in the future. Thus, attrition rates reported for cohort years that still retain active students become increasingly speculative as we move toward the present.

Table 18. Doctoral attrition and completion rates

Year	Applicants Registered	Completed	Still Active	Program Not Completed	Attrition Rate (%)	Completion Rate (%)
2000-2001	386	293	0	93	24.09	75.91
2001-2002	437	340	0	97	22.20	77.80
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	516	426	0	90	17.44	82.56
2008-2009	537	463	0	74	13.78	86.22
2009-2010	587	502	0	85	14.48	85.52
2010-2011	576	486	4	86	14.93	84.97
2011-2012	549	462	2	85	15.48	84.46
2012-2013	591	470	17	104	17.60	81.88
2013-2014	534	433	27	74	13.86	85.40
2014-2015	534	426	37	71	13.30	85.71
2015-2016	541	368	90	83	15.34	81.60
2016-2017	531	297	182	52	9.79	85.10
2017-2018	541	187	300	54	N/A	N/A
2018-2019	566	58	471	37	N/A	N/A
2019-2020	593	12	546	35	N/A	N/A
2020-2021	556	5	523	28	N/A	N/A
2021-2022	487	2	469	16	N/A	N/A
2022-2023 ²	370		370	N/A	N/A	N/A

Source: Extracted from PeopleSoft; internal script, as of December 2022.

Notes: 1) 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.

2) 2022-2023 includes numbers for all four terms, but is incomplete as it doesn't show the full picture (late registrations, or late admission for Spring and Summer terms).

3) Completion time here is the period from a student's registration date to their completion date, and includes any time away from the program (ie. all leaves of absence).

Table 19. Thesis-based Masters attrition and completion rates

Year	Applicants Registered	Completed	Still Active	Program Not Completed	Attrition Rate (%)	Completion Rate (%)
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	14.00	86.00
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	691	0	68	8.96	91.04
2010-2011	638	574	1	63	9.87	90.13
2011-2012	692	619	1	72	10.40	89.60
2012-2013	692	621	0	71	10.26	89.74
2013-2014	666	592	3	71	10.66	89.34
2014-2015	651	584	2	65	9.98	90.02
2015-2016	672	607	6	59	8.78	91.22
2016-2017	746	667	16	63	8.45	91.55
2017-2018	754	652	41	61	8.09	91.91
2018-2019	726	596	86	44	6.06	93.94
2019-2020	696	451	213	32	4.6	95.4
2020-2021	724	140	513	51	N/A	N/A
2021-2022	789	6	764	19	N/A	N/A
2022-2023 ³	643		643	N/A	N/A	N/A

Source: Extracted from PeopleSoft; internal script, as of December 2022.

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).

3) 2022-2023 includes numbers for all four terms, but is incomplete as it doesn't show the full picture (late registrations, or late admission for Spring and Summer terms).

4) Completion time here is the period from a student's registration date to a student's completion date, and includes any time away from the program (ie. all leaves of absence).

In general, master's completion rates remain between 90% and 95% (see Tables 19 and 20), 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 20. Course-based Masters attrition and completion rates

Year	Applicants Registered	Completed	Still Active	Program Not Completed	Attrition Rate (%)	Completion Rate (%)
2000-2001	518	461	0	57	11.00	89.00
2001-2002	540	474	0	66	12.22	87.78
2002-2003	622	543	0	79	12.70	87.30
2003-2004	736	633	0	103	13.99	86.01
2004-2005	714	644	0	70	9.80	90.20
2005-2006	670	599	0	71	10.60	89.40
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	928	0	117	11.20	88.80
2010-2011	1060	955	0	105	9.91	90.09
2011-2012	1120	1025	0	95	8.48	91.52
2012-2013	1016	927	0	89	8.76	91.24
2013-2014	1152	1049	1	102	8.85	91.15
2014-2015	1017	952	0	65	6.39	93.61
2015-2016	1017	954	1	62	6.10	93.90
2016-2017	1195	1096	14	85	7.11	92.89
2017-2018	1244	1134	27	83	6.67	93.33
2018-2019	1405	1277	71	57	4.06	95.94
2019-2020	1369	1071	240	58	4.24	95.76
2020-2021	1443	661	722	60	N/A	N/A
2021-2022	1399	49	1330	20	N/A	N/A
2022-2023 ³	983		982	1	N/A	N/A

Source: Extracted from PeopleSoft; internal script, accessed December 2022.

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).

3) 2021-22 includes numbers for all four terms, but is incomplete as it doesn't show the full picture (late registrations, or late admission for Spring and Summer terms).

4) Completion time here is the period from a student's registration date to a student's completion date, and includes any time away from the program (ie. all leaves of absence).

Part III. Looking Forward

An annual enrolment report is mostly a story told in numbers. While those numbers do not account for all the perseverance, purpose, and, most of all, hard thinking that gets packed into a graduate degree, or reveal where those U of A degrees were earned – Edmonton or Shanghai, Whitehorse or a laptop anywhere in the world with an internet connection – they still have plenty to tell. They help to confirm something of the disruptive pandemic experience of the past three years. They declare that our aspiration to be a global university might be most visible in the cohorts of graduate students who arrive on campus each September and January from all parts of the world. They suggest that more Indigenous students are choosing the University of Alberta as a place to do graduate-level research and professional development.

Not least, the numbers in this enrolment report pose important and challenging questions. How should we understand the trend towards longer completion times in thesis-based programs? The preference for course-based masters programs? The growing numbers of international applicants and registrants, who now sustain many of our graduate programs? Those trends and questions are part of the landscape of higher education across North America. At the same time, they give a particular shape to the University of Alberta's development of a new strategic plan, one that puts enrolment growth and student experience at its centre. How many of those additional students should be graduate students? How will they contribute to the University's research and teaching mission? What funding support and signature opportunities will attract strong, diverse cohorts? What kinds of educational doors, pathways, and ladders – the metaphors we use – will meet the needs of non-traditional students, their communities, and their workplaces?

FGSR will continue to be an active partner in building graduate education at the University of Alberta. That includes supporting students, shaping scholarships around institutional goals, improving administrative processes, expanding opportunities for professional development beyond subject specializations, and helping new faculty members become great supervisors. It also includes working with the campus community to respond flexibly when humanitarian emergencies and political circumstances create extra hardships for graduate applicants and students. All that, while keeping an eye on the numbers and what they tell.

Appendix: Supporting Data

The following tables and figures offer readers additional insight into the findings reported above, and into other key metrics related to graduate student success.

Table 21. Graduate enrolment each Fall by degree type

Degree	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PhD	2907	2952	3069	3020	2975	2777	2732	2763	2730	2798	2766	2855	2877
Thesis-based Master's	2183	2200	2207	2217	2128	1966	2051	2133	2178	2204	2085	2116	2128
Course-based Master's	2167	2242	2197	2272	2329	2325	2498	2582	2853	2997	3124	3151	3109
Certificate	16	15	35	50	23	50	69	123	109	115	170	211	229
Other	73	65	90	105	117	86	108	67	101	111	59	81	81
Total	7346	7474	7598	7664	7572	7204	7458	7668	7971	8225	8204	8414	8424

Source: Strategic Analysis and Data Warehousing. Fall Data; Academic year 202-23 - Data is using Dec 1, 2022 static statistical tables.

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 22. Domestic graduate admissions

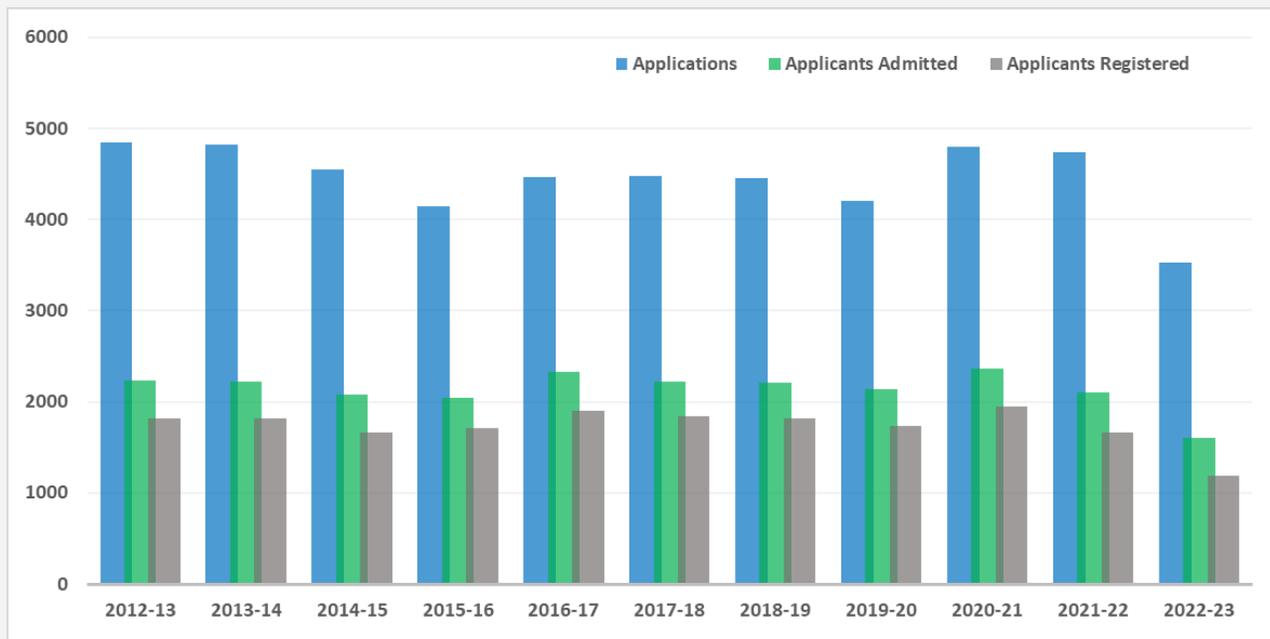
	2010 -11	2011 -12	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17	2017 -18	2018 -19	2019 -20	2020 -21	2021 -22	2022 -23*
Applications	4338	4273	4829	4791	4493	4107	4399	4411	4383	4131	4609	4740	3533
Applicants Admitted	2317	2285	2215	2211	2035	2002	2279	2168	2154	2092	2038	2102	1609
Applicants Registered	1847	1846	1802	1801	1624	1673	1857	1792	1758	1687	1604	1669	1187

Source: FGSR Internal script; data extracted from peoplesoft Campus Solutions.

Previous years data is for the full academic year.

*Provisionary academic year figures (Sept to Dec) for 2022-2023.

Figure 22. Domestic graduate admissions



Source: FGSR Internal script; data extracted from peoplesoft Campus Solutions.

Notes: Previous years data is for the full academic year.

*Provisionary academic year figures (Sept to Dec) for 2022-2023.

Table 23. International graduate admissions

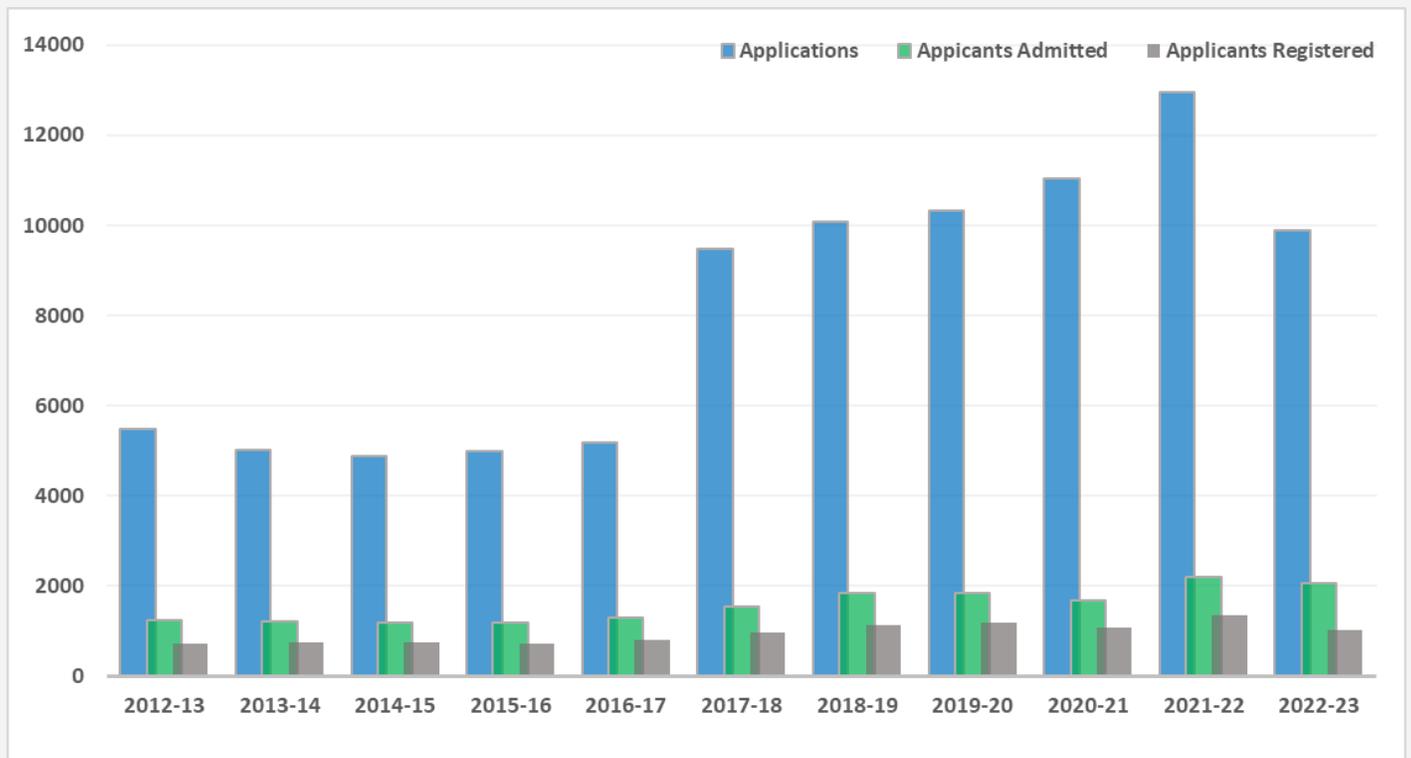
	2010 -11	2011 -12	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17	2017 -18	2018 -19	2019 -20	2020 -21	2021 -22	2022 -23*
Applications	4901	5195	5482	5020	4870	5192	9486	9486	10,072	10,330	11,027	12,961	9887
Applicants Admitted	1174	1249	1238	1209	1201	1289	1542	1542	1833	1834	1681	2199	2068
Applicants Registered	605	669	731	751	751	794	957	957	1142	1180	1079	1340	1035

Source: FGSR Internal Script; extracted with data from Peoplesoft Campus solutions.

Previous years data is for the full academic year.

*Provisionary academic year figures (Sept to Dec) for 2022-2023.

Figure 23. International graduate admissions



Source: FGSR Internal Script; extracted with data from Peoplesoft Campus solutions.

Previous years data is for the full academic year.

*Provisionary academic year figures (Sept to Dec) for 2022-2023.

Table 24. Doctoral degree, Fall headcount by Faculty

Faculty	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ALES	225	218	246	235	237	230	221	220	214	216	204	201	193
Arts	469	467	472	478	451	413	412	394	385	374	372	353	358
Business	65	54	60	61	51	45	46	49	52	47	49	53	54
Campus Saint-Jean													
Education	274	292	296	291	295	257	246	255	251	255	255	250	230
Engineering	617	669	717	702	711	678	679	709	726	779	783	820	817
Extension													
Kinesiology, Sport, & Rec.	66	63	60	65	55	56	49	58	49	50	47	42	41
Law	4	8	8	8	7	7	8	7	5	5	6	5	6
Medicine & Dentistry	282	304	319	316	340	342	329	308	281	291	270	292	300
Native Studies								5	14	15	19	17	20
Nursing	86	74	70	64	68	64	68	66	67	66	73	72	70
Pharmacy	39	35	34	33	32	32	28	23	26	20	18	31	31
Public Health	40	42	42	43	45	50	47	57	46	46	54	60	61
Rehabilitation Medicine	33	34	36	38	36	37	35	45	48	50	49	52	55
Science	707	692	709	686	646	566	564	567	562	584	567	607	641
Total	2907	2952	3069	3020	2974	2777	2732	2763	2726	2798	2766	2855	2877

Source: Strategic Analysis and Data Warehousing – Registration Statistics, December 1, 2022. Fall Data; Data is using Dec 1, 2022 static statistical tables.

Table 25. Master's degree, Fall headcount by Faculty

Faculty	Fall 2017			Fall 2018			Fall 2019			Fall 2020			Fall 2021			Fall 2022		
	M-T	M-C	Total															
ALES	254	39	293	257	40	297	245	37	282	225	53	278	226	48	274	248	59	307
Arts	258	67	325	265	57	322	236	82	318	211	92	303	204	155	359	225	145	370
Business		572	572		668	668		662	662		680	680		658	658		663	663
Campus Saint-Jean	10	18	28	7	12	19	11	13	24	13	12	25	11	22	33	8	22	30
Education	65	529	594	62	584	646	68	609	677	55	626	681	58	617	675	52	633	685
Engineering	557	235	792	565	310	875	589	359	948	534	377	911	530	339	869	536	298	834
Extension	15	39	54	16	35	51	27	41	68	34	43	77	5	3	8	3		3
KSR	42	17	59	42	27	69	37	23	60	37	22	59	35	31	66	33	24	57
Law	4		4	5		5	7		7	11		11	12		12	12		12
Medicine & Dentistry	296	4	300	307	4	311	286	3	289	302	2	304	312	4	316	309	2	311
Native Studies	12		12	12		12	11		11	12		12	7		7	10		10
Nursing	18	32	50	22	52	74	28	79	107	26	98	124	17	128	145	24	109	133
Pharmacy	20		20	19		19	20		20	21		21	22		22	16		16
Public Health	68	119	187	69	128	197	77	126	203	76	153	229	99	165	264	105	159	264
Rehab Medicine	50	787	837	39	783	822	32	808	840	31	815	846	30	806	836	32	804	836
Science	464	124	588	490	153	643	530	155	685	497	151	648	547	175	722	515	191	706
Total	2133	2582	4715	2177	2853	5030	2204	2997	5201	2085	3124	5209	2115	3151	5266	2128	3109	5237

Source: Strategic Analysis and Data Warehousing: Registration Statistics - December 1, 2022

Fall Data; Data is using Dec 1, 2022 static statistical tables.

Table 26. Professoriate numbers by Faculty

Faculty	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
ALES	104	108	111	113	108	110	114	112	111	105
Arts	347	319	322	323	320	310	313	312	303	296
Business	73	74	72	71	71	69	63	66	64	67
Campus Saint-Jean	30	25	29	30	30	32	31	30	28	32
Education	109	100	104	107	111	108	103	102	100	102
Engineering	200	194	201	204	208	218	221	220	217	218
Extension	17	16	17	15	17	16	14	2	1	0
Native Studies	8	8	10	11	11	14	14	14	12	10
KSR	43	39	38	41	38	37	37	35	36	37
Law	32	29	27	28	28	32	31	31	26	29
Medicine & Dentistry	635	627	643	644	636	627	629	615	622	596
Nursing	51	49	47	47	45	45	41	38	34	30
Pharmacy	20	20	22	24	22	19	19	19	19	19
Public Health	28	25	26	27	25	24	29	32	29	30
Rehabilitation Medicine	48	42	44	44	42	41	35	34	26	35
Science	300	288	286	288	288	294	296	295	289	283
Total	2045	1963	1999	2017	2000	1996	1990	1957	1927	1889

Source: Strategic Analysis and Data Warehousing – Professoriate head count by Faculty

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.

Table 27. Fall 2022 headcount by College and Faculty

College	Faculty	Departments	PhD	M-T	M-C	Cert.	Other	Total Grad Students	Total at College Level	% of Total
College of Health Sciences	FoMD	Biochemistry Cell Biology Laboratory Medicine & Pathology Medical Microbiology & Immunology Medical Sciences Graduate Program Medical Sciences: Anesthesiology & Pain Medicine; Dentistry; Medical Genetics; Obstetrics & Gynecology; Ophthalmology and Visual Sciences; Pediatrics; Radiology & Diagnostic Imaging Medicine Neuroscience Oncology Pharmacology Physiology Psychiatry Surgery <i>Biomedical Engineering</i>	300	309	2	-	8	619	2317	27.5
	KSR	<i>Non-Departmentalized</i>	41	33	24	29	2	129		
	Nursing	<i>Non-Departmentalized</i>	70	24	109	-	15	218		
	Pharmacy	<i>Non-Departmentalized</i>	31	16			1	48		
	Public Health	<i>Non-Departmentalized</i>	61	105	159		2	327		
	Rehab Medicine	Communication Sciences & Disorders Occupational Therapy Physical Therapy Rehabilitation Sciences	55	32	804	84	1	976		
College of Natural + Applied Sciences	ALES	Agricultural, Food & Nutritional Science Human Ecology Renewable Resources Resource Economics & Environmental Sociology	193	248	59	0	3	503	3521	41.8
	Engineering	Chemical & Materials Engineering Civil & Environmental Engineering Electrical & Computer Engineering Mechanical Engineering <i>Biomedical Engineering (reported under FoMD)</i> <i>InterNetworking (MINT) (reported under Science)</i>	817	536	298	0	11	1662		
	Science	Biological Sciences Chemistry Computing Science Earth & Atmospheric Sciences Mathematical & Statistical Sciences Physics <i>InterNetworking (MINT)</i> <i>Psychology (reported under Arts)</i>	641	515	191	0	9	1356		
College of Social Sciences + Humanities	Arts	Anthropology Art & Design Communications and Technology (MACT) Digital Humanities Drama East Asian Studies Economics English and Film Studies History, Classics and Religion Linguistics Modern Languages and Cultural Studies Music Philosophy Political Science Religious Studies Sociology Women's and Gender Studies Psychology	358	225	145	0	1	729	2505	29.8
	Business	Business - PhD Business - MBA	54		663	1	5	723		
	Education	Educational Policy Studies Educational Psychology Educational Studies Elementary Education Health Sciences Education Library & Information Studies Secondary Education	230	52	633	114	6	1035		
	Law	<i>Non-Departmentalized</i>	6	12				18		
	Campus Saint-Jean	<i>Non-Departmentalized</i>		8	22	1		31		
Faculty of Native Studies	<i>Non-Departmentalized</i>		20	10			30	30	0.36	
Extension				3			3	3	-	
Total Student by Degree Type			2877	2128	3109	229	64		Total: 8407*	

*Note: 17 Students coded to FGSR are not included in this table

Source: Strategic Analysis and Data Warehousing: Registration Statistics - January 2023



Decision **Discussion** **Information**

ITEM OBJECTIVE: This item provides Board Reputation and Public Affairs Committee with an update on the development of a Truth and Reconciliation Commission (TRC) Report to Community Dashboard, a key commitment articulated in *For the Public Good (FPG)* and subsequently, *Braiding Past, Present, and Future: University of Alberta Indigenous Strategic Plan*.

DATE	Friday, May 19, 2023
TO	Board Reputation and Public Affairs Committee
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic)

EXECUTIVE SUMMARY:

Background

The Office of the Vice-Provost, Indigenous Programming and Research (VPIPR) is in the process of creating a TRC Report to Community Dashboard in alignment with commitments articulated in *For the Public Good* and *Braiding Past, Present, and Future: University of Alberta Indigenous Strategic Plan*. This also includes other key guiding documents of the institution, including the new strategic plan.

This report, which will be in the form of a digital dashboard, is a significant opportunity to highlight the university’s work in Indigenous initiatives to internal and external audiences. It will be published in September 2023.

A detailed briefing note is attached.

Risk Discussion / Mitigation of the Risk

The University of Alberta has made significant commitments to respond meaningfully to the TRC Calls to Action, and a failure to report on the actions presents a reputational risk. Reputational damage could impact our ability to successfully recruit and retain Indigenous faculty, staff and students who are keenly aware of this work. Interest from the broader community in the university participating in the Calls to Action has also emerged in several key consultations including the Community Engagement Report to the Community 2021-2022, the Draft Strategic Plan on Research and Innovation and most recently in consultations on the forthcoming University Strategic Plan. Given the visibility of the TRC Calls to Action and the repeated expressions of interest from internal and external, Indigenous and non-Indigenous, community members there is a risk to the institutional reputation in not following through. Finally, donors, research funders, accreditors and professional bodies have noted the need to take up the Calls to Action in institutional programming, teaching and research. Not doing so represents an institutional performance gap. In addition, the Office of the Vice-Provost, Indigenous Programming and Research has been working collaboratively with External Relations to identify and address items that come forward that represent problematic parts of the U of A’s collective history.

GOVERNANCE OUTLINE



The process of gathering information and reporting on initiatives and activities mitigates these risks by demonstrating the actions that address the commitments and sharing those stories with our internal and external communities.

Where applicable, list the legislation that is being relied upon

Next Steps

To fulfill existing institutional commitments to carry out the Calls to Action within the university context, the Board Reputation and Public Affairs Committee and the Board of Governors can utilize the TRC Report to Community Dashboard to benchmark Indigenous-focused initiatives. The Dashboard can serve to educate the broader university community on continuing opportunities to take up and report on this [Calls to Action] work. Additionally, the Dashboard can be shared via different communications avenues to also celebrate the institutional gains that have been made in this area and the accountabilities outlined in *Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan*. Communicating on and revisiting the Dashboard's content aligns with direction from the Board of Governors (2022) to increase the visibility of Indigenous Initiatives at the University of Alberta for the opportunities this work represents.

Supporting Materials:

1. Briefing Note: TRC Report to Community Dashboard

***See Schedule A for additional items to include if needed.**

SCHEDULE A:

Engagement and Routing

Consultation and Stakeholder Participation / Approval Route (parties who have seen the proposal and in what capacity) <[Governance Resources Section Student Participation Protocol](#)>

Those who are actively participating:

- Office of the Vice-Provost (Indigenous Programming and Research)
- Office of the Vice-President (External Relations)

The content of the report is informed by the work of Colleges, Faculties, Departments, and administrative units.

Those who have been consulted:

The following have been consulted on the preparation of this report:

- University of Alberta Indigenous Advisory Council
- Provost's Council
- College Deans, Deans



ITEM NO. 17E

Those who have been **informed**:

- General Faculties Council

Prepared by the
Office of Indigenous Programming & Research
Office of the Provost and Vice-President (Academic)
April 21, 2023

*Braiding Past, Present and Future: University of
Alberta Indigenous Strategic Plan*
TRC Report to Community Dashboard
(Update)

BACKGROUND

The Office of the Vice-Provost, Indigenous Programming and Research (VPIPR) is in the process of creating a TRC Report to Community, in alignment with commitments articulated in the [Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan](#) (ISP), the previous institutional strategic plan [For the Public Good](#), and the current draft of [Leading with Purpose: University Strategic Plan Draft](#), to report on the University of Alberta's response to the Truth and Reconciliation Commission of Canada (TRC) Calls to Action (CTAs). The TRC Report to Community also follows through on external commitments to make Indigenous Initiatives a crucial part of institutional goals, including via documents such as the *Universities Canada 13 Principles on Indigenous Education*¹.

A [digital dashboard](#) will communicate the institutional, faculty, and unit-level activities and initiatives responsive to the CTAs. Modelled after the platform found on the [Justice Canada](#) website, the dashboard will offer a concise way to disseminate key messaging while allowing viewers to engage with complex and multi-layered content in an interactive format.

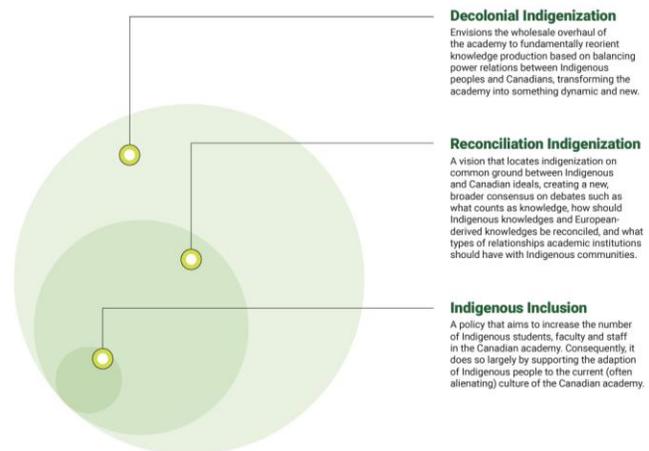
This is a significant opportunity to highlight the university's work in Indigenous Initiatives to internal and external audiences. While the dashboard is an opportunity to amalgamate and establish the volume of the work the University of Alberta has undertaken in response to the CTAs and broader Indigenization efforts, it is also an opportunity for institutional introspection. The tone of the report is not celebratory but rather critically reflective. The data reflected in the dashboard will also inform subsequent reporting on the progress of goals outlined in *Braiding Past, Present & Future*.

UPDATES

The [working copy](#) of the dashboard reflects all activities and initiatives shared with VPIPR to date. Some faculties have no content, as we did not receive responses to data-gathering exercises in 2022. In response to these absences, we have opted to push back the release of the dashboard from June 2023 to September 2023 to ensure faculties and units have a final opportunity to review their contributions and provide additional submissions for activities and initiatives **completed on or before June 30, 2022**.

The draft has been shared with the University of Alberta's Indigenous Advisory Council for feedback. The initial discussions revealed the need to differentiate between structural, ongoing efforts and ad hoc or one-time offerings. It is critical that structures, programs and processes are permanently embedded into university operations.

Consistent with *Braiding Past, Present & Future: University of Alberta Indigenous Strategic Plan*, and the work of [Gaudry & Lorenz](#) (2018), we anticipate using the terminology of Indigenous Inclusion,



¹ Universities Canada, "Universities Canada principles on Indigenous education", n.d. as accessed at: on December 7, 2022

Reconciliation Indigenization, and Decolonial Indigenization as evaluatory benchmarks.

SCOPE

The TRC Report to Community scope corresponds with the Calls to Action explicitly issued to post-secondary institutions and other selected CTAs (described below). Aside from the post-secondary-specific CTAs, there is an opportunity to share the work the university has undertaken concerning key areas, such as:

- Capturing key institutional metrics regarding recruitment, retention, and completion; other data to share (i.e. [infographic](#) content)
- Addressing educational and employment gaps² and ensuring post-secondary accessibility³:
- Addressing Indigenous-focused curricular gaps that greatly impact Indigenous peoples
 - Course inventory, quality assurance processes, new course approvals
- Educating Canadians about Indigenous peoples, residential schools, and reconciliation
- Celebrating the contributions of Indigenous peoples
- Affirming Indigenous Rights – i.e. UNDRIP and other instruments⁴
- Commemorating the victims of the Indian Residential School System and teaching about the lasting legacy of that system and other aspects of the colonial experience
- Repudiating concepts used to justify European sovereignty over Indigenous lands and peoples, such as the Doctrine of Discovery and *terra nullius*⁵
- Educating public servants and newcomers on the history of Indigenous peoples^{6,7}
- Addressing systemic racism against Indigenous Peoples

POST-SECONDARY SPECIFIC CALLS TO ACTION

We have included an outline of the selected Calls to Action in the TRC Report to the Community. This is a narrower scope, given that the CTAs touch nearly every aspect of the university’s mandate. The broader work of the CTAs will be reported on in future products, integrating those calls with reporting on the objectives of Braiding Past, Present and Future..

CTA #	Accountability	Call to Action
16	Institutional	We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages
22	Health Sciences	We call upon those who can effect change within the Canadian health-care system to recognize the value of Aboriginal healing practices and use them in the treatment of Aboriginal patients in collaboration with Aboriginal healers and Elders where requested by Aboriginal patients.

² Truth and Reconciliation Commission of Canada, *Truth and Reconciliation Commission of Canada: Calls to Action*, CTA 7 (p. 1), as accessed at: December 6, 2022.

³ Ibid. CTA 11 (p. 2)

⁴ Ibid. CTA 44 (p.4)

⁵ Ibid. CTA 45 (p.4)

⁶ Ibid. CTA 57 (p. 7)

⁷ Ibid. CTA 93 (p. 10)



23i	Health Sciences	We call upon all levels of government to: increase the number of Aboriginal professionals working in the health-care field.
23ii	Health Sciences	We call upon all levels of government to: ensure the retention of Aboriginal health-care providers in Aboriginal communities.
23iii	Health Sciences	We call upon all levels of government to provide cultural competency training for all healthcare professionals.
24	Medicine/ Nursing	We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism
28	Law	We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism
50	Law	In keeping with the <i>United Nations Declaration on the Rights of Indigenous Peoples</i> , we call upon the federal government, in collaboration with Aboriginal organizations, to fund the establishment of Indigenous law institutes for the development, use, and understanding of Indigenous laws and access to justice in accordance with the unique cultures of Aboriginal peoples in Canada.
62i	Education; Institutional	Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples’ historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.
62ii	Education; Institutional	We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms
63i	Education	Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
63ii	Education	Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
63iii	Education	Identifying teacher-training needs relating to the above.
65	Institutional	We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation
69iii	Libraries and Museums	We call upon Library and Archives Canada to commit more resources to its public education materials and programming on residential schools.
90	Sport and Reconciliation	We call upon the federal government to ensure that national sports policies, programs, and initiatives are inclusive of Aboriginal peoples, including, but not limited to, establishing: ... iii. Programs for coaches, trainers, and sports officials that are culturally relevant for Aboriginal peoples. iv. Anti-racism awareness and training programs.
92ii	Business	Ensure that Aboriginal peoples have equitable access to jobs, training, and education opportunities in the corporate sector, and that Aboriginal communities gain long-term sustainable benefits from economic development projects.
92iii	Business	Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the <i>United Nations Declaration on the Rights of Indigenous Peoples</i> , Treaties and Aboriginal rights, Indigenous law, and

		Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.
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ADDITIONAL REFERENCE MATERIALS

- Assembly of First Nations - [Progress on Realizing the Truth and Reconciliation Commission's Calls to Action](#)
- Queen's University - [Yakwanastahentéha Aankenjigemi Extending the Rafters: Truth and Reconciliation Commission Task Force Final Report](#)
- Reconciliation Barometer - [Canadian-Reconciliation-Barometer-2021-Report.pdf](#)
- University of Calgary - [The path to reconciliation](#)
- University of Toronto - Answering the Call Wecheehetowin: [Final Report of the Steering Committee for the U of T Response to the Truth and Reconciliation Commission of Canada](#)
- Yellowhead Institute - [Calls to Action Accountability: A 2020 Status Update on Reconciliation](#)



Decision **Discussion** **Information**

ITEM OBJECTIVE: To provide members a summary of the recommendations put forward by the Budget Model 2.0 Expert Groups.

DATE	May 29, 2023
TO	General Faculties Council
RESPONSIBLE PORTFOLIO	Vice-President (University Services and Finance) Provost and Vice-President (Academic)

EXECUTIVE SUMMARY: Budget Model 2.0 is being developed following the Board of Governors' approval of the Budget Model Principles on March 24, 2023. Consultation with five expert working groups garnered input to the development of a new budget model. Each expert working group met for three sessions and provided recommendations on one of five topics, outlined below:

- Tuition Revenue Sharing (Chair Verna Yiu, Vice-Chair Melissa Padfield);
- University-wide Services & Functional Efficiency (Chair Todd Gilchrist, Vice-Chair Andrew Sharman);
- Research Support & Growth (Chair Verna Yiu, Vice-Chair Aminah Robinson Fayek);
- Strategic Initiatives & Subvention (Chair Verna Yiu, Vice-Chair Todd Gilchrist); and
- Multi-year budget mechanisms, Performance Incentives & Carry-forwards (Chair Todd Gilchrist, Vice-Chair Martin Coutts).

Expert working groups provided sixteen (16) recommendations, which are summarized below. Short summaries are available in Attachment 1. Recommendations are detailed in the Expert Group Recommendations Document (Attachment 2).

Tuition Revenue Sharing

1. Share international and domestic for-credit tuition (60% teaching unit, 10% program faculty, 30% university services).
2. Share non-credit tuition revenue (85% unit offering the program, 15% university services).
3. Do not differentiate tuition share arrangements for online programs.
4. Review tuition sharing arrangements 3 years after model development.

University-wide Services and Functional Efficiency

5. Introduce functional plans for university-wide services.
6. Adopt matrix budgeting for university-wide services.
7. Implement a space allocation approach.

Strategic Initiatives and Subvention

8. Establish a University Fund, incorporating funding for strategic initiatives, research growth, performance funding and subvention.
9. Take funding for the University Fund off the top of general operating revenues.



ITEM NO. 17F

10. Simplify the approach to allocating the provincial grant for teaching.

Research Support and Growth

11. Maintain allocation approach for Research Support Funds.
12. Maintain allocation approach for indirect costs of research (ICR), but review ICR policy outside of the budget model development process.
13. Simplify the approach to allocating the provincial grant for research.
14. Initially, allocate 0.5% of operating revenues for research growth initiatives, as a sub-stream of the University Fund.

Multi-year Mechanisms

15. Introduce an activity smoothing mechanism.
16. Introduce a performance funding pool for faculties with collaboratively-determined performance metrics.

Risk Discussion / Mitigation of the Risk Budget Model 2.0 provides the organization with the opportunity to implement a budget model that supports the organizational structure and mitigates the risks associated with the previous budget model.

Next Steps The budget model design group, with representation from Resource Planning and the Office of the Provost will be designing and testing the new budget model. The design will be stress-tested through various scenarios to understand the impacts to faculties and units and help identify and anticipate gaps in the model.

Consultation is ongoing with the College Deans and Faculty Deans through the design process with the final model shared with the deans and chairs the week of June 19. A university-wide townhall is scheduled for June 26, 2023, to engage with the broader university community.

A comprehensive communications and change management plan will be developed to engage with key stakeholders for the Pre-implementation and Implementation phases. Implementation is planned for October 2023.

The final budget model will be brought forward to the Academic Planning Committee (September 6, 2023), General Faculties Council (September 18, 2023), Board Finance and Property Committee (September 26, 2023), and the Board of Governors (October 13, 2023) for information and discussion.

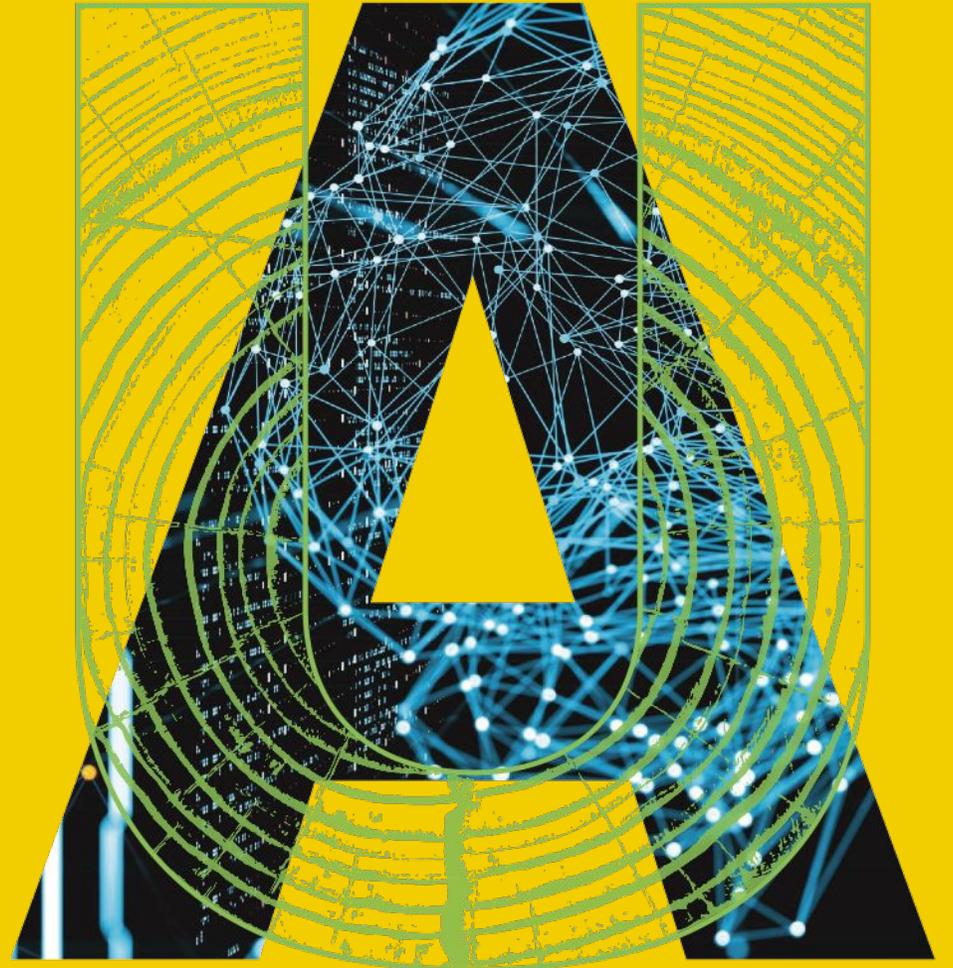
Supporting Materials:

1. Expert Group Recommendations Summary [sliddeck] (8 pages)
2. Recommendations from Expert Groups (22 pages)

Budget Model 2.0

Expert Group Recommendations Summary

Academic Planning Committee
May 17, 2023



Current Status

EXPERT WORKING GROUPS

Tuition revenue sharing

Chair: Provost

Vice-Chair: Deputy Provost, Students & Enrolment

Central services and functional efficiency

Chair: VP USF

Vice-Chair: VP F&O

Strategic initiatives and subvention

Chair: Provost

Vice-Chair: VP USF

Research support and growth

Chair: Provost

Vice-Chair: VPRI

Multi-year budget mechanisms

Chair: VP USF

Vice-Chair: AVP Finance, Procurement & Planning

BUDGET MODEL DESIGN PROCESS



EXPERT GROUPS
Late Jan - Mid-April
2023

COMPLETE



MODEL BUILD
APRIL - May 2023



SCENARIO TESTING
May - June 2023



ENGAGEMENT
June 2023



IMPLEMENTATION PREPARATION
June - September
2023



IMPLEMENTATION
October 2023

Tuition revenue sharing

Recommendation 1: Share international and domestic for-credit tuition (60% teaching unit, 10% program faculty, 30% university-wide services)

Domestic and international for-credit tuition revenues should be shared in the following manner: 60 percent to the course teaching unit, 10 percent to the program faculty and 30 percent to university-wide services.

Recommendation 2: Share non-credit tuition revenue (85% unit offering the program, 15% university-wide services)

Non-credit tuition revenues should be shared between the course teaching unit, program faculty and university-wide services at rates of 85 percent and 15 percent respectively.

Recommendation 3: Do not differentiate tuition share for online programs

Tuition revenue allocation should follow the rules outlined above, determined based on whether the course is for-credit, or non-credit and not differ whether the program is delivered online, blended, or on-campus.

Recommendation 4: Review tuition sharing arrangements in the future

Tuition revenue allocation formula should be reviewed in 3 years, to understand and correct for any unintended consequences of the chosen tuition revenue allocation approach.

University-wide services & functional efficiency

Recommendation 5: Introduce functional plans for university-wide services

University-wide services should be funded through a combination of a share of tuition (as per Recommendations 1 and 2) and the provincial government grant. Service leaders should prepare a multi-year functional plan which defines service delivery, priorities and future budgetary needs over the coming five years. These plans should be used to guide annual budget allocations to university-wide services, and hold service leaders accountable both for their budget and service delivery.

Recommendation 6: Adopt matrix budgeting for university-wide services

To control costs and incentivize efficiency, the U of A should implement a matrix budgeting system which provides visibility to service leaders of associated spending across the entire university.

Recommendation 7: Implement space allocation approach

To control space usage, a space allocation (expressed as net assignable square meters) should be determined for faculties and university-wide services. Faculties and university-wide services should be charged for space usage that exceeds the allocation. Incentives should also be introduced for those faculties and services that occupy less space than the allocated amount.

Strategic initiatives and subvention

Recommendation 8: Establish a University Fund

Create one single consolidated University Fund to support strategic initiatives, research growth initiatives, funding to reward performance, and supplementary funding for selected units. The annual funding for strategic initiatives (one component of the broader fund) should be set at 1 percent of general operating revenues.

Recommendation 9: Take funding for the University Fund off the top of general operating revenues

Funds should be taken off the top of general operating revenues and surplus investment revenues (over and above the threshold for investment reserves), which are combined to meet the target percentage for each of the sub-funds, before allocating the grant to faculties and university-wide services.

Recommendation 10: Simplify the approach to allocating the provincial grant for teaching

Simplify the approach to allocating the provincial grant to support teaching activity by abandoning the 'Basic Revenue Unit' (BRU) and adopting a simplified measure to recognise the differential cost of teaching across faculties. Allocate the grant for teaching activity across teaching unit and program faculty, adopting the same sharing approach as domestic and international for-credit tuition revenues.

Research support and growth

Recommendation 11: Maintain allocation approach for RSF

Federal Research Support Funds (RSF) should be allocated in the following way: 50 percent to the faculties using research metrics, and 50 percent to university-wide services. The Design Group should review and revise the weightings applied to research metrics during the model development phase. The faculty's allocation should be itemized on the budget letter to clarify how much has been directed to the faculty.

Recommendation 12: Maintain allocation approach for indirect costs of research (ICR), but review policy outside of budget model

The distribution of ICR revenues is determined by the existing UAPPOL ICR Policy. This policy specifies that 100 percent of ICR revenues are allocated to the faculty collecting the ICR. The expert group recommends that the UAPPOL ICR policy be reviewed outside of the budget model development process to consider changes to rates, opportunities to apply waivers and controls and potential changes to the allocation approach.

Recommendation 13: Simplify the approach to allocating the provincial grant for research

Simplify the approach to allocating the provincial grant to support research activity by focussing on research revenues (Tri-council and non Tri-Council) and evaluating the use of weightings.

Recommendation 14: Initially, allocate 0.5% of operating revenues for research growth initiatives

Introduce a dedicated funding stream within the University Fund (Recommendation 8) for research growth initiatives initially at the level of 0.5% of general operating revenues, with opportunity to grow to 1.0% into the future.

Multi-year budget mechanisms

Recommendation 15: Introduce an activity smoothing mechanism

To avoid large year-to-year changes in faculty revenues as a result of sharp movements in activity, implement a smoothing mechanism for all activity-based budget allocations. Use a 5-year horizon, with 2 years of historical activity data, the current year activity data, and 2 years of projected activity data.

Recommendation 16: Introduce a funding pool for faculties with collaboratively-determined performance metrics.

Introduce a dedicated stream of funding within the broader University Fund to reward faculties for performance on the basis of collaboratively-determined performance metrics. Allocate funding annually through the budgeting process, on the basis of performance in the prior year.

Next Steps

Phase 1: Principles and conceptual choices (January - March 2023) - COMPLETE

- Gathering recommendations on the major budget model choices from expert working groups
- Refining budget model design principles

Phase 2: Model development (April - June 2023) - ONGOING

- Bringing the recommendations together
- Modeling impacts and scenarios
- Development of the model design and specific calculations
- Testing and refining the model design

Phase 3: Implementation planning (July - September 2023)

- Determining how to implement the model
- Developing information and training on how the new model works

Implementation (commencing October 2023)

Upcoming key dates

May - Share draft model with Deans

Mid June - Finalize model

June 26 - Townhall #3

July-September - Prepare team and model to be implemented

October - Implement & commence budget process



UNIVERSITY
OF ALBERTA

Budget Model 2.0

Recommendations from Expert Groups

April 2023

Prepared by:

RESOURCE PLANNING

Date:

6 APRIL 2023



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Introduction

This document outlines the final recommendations of five expert working groups, established to provide input to the development of a new budget model for the University of Alberta. Each group was chaired by either the Provost, or the VP (University Services and Finance). Over 60 individuals were engaged across the five expert groups six times between January and April 2023. Expert group topics, meeting dates, and membership are outlined in Appendices A, B and C respectively.

Recommendations

Tuition revenue sharing

Recommendation 1: Share international and domestic for-credit tuition (60% teaching unit, 10% program faculty, 30% university services)

Domestic and international for-credit tuition revenues should be shared in the following manner: 60 percent to the course teaching unit, 10 percent to the program faculty and 30 percent to university services.

Historically, 100 percent of domestic for-credit tuition was allocated to the course teaching unit. International for-credit tuition was shared; 70 percent to the course teaching unit, and 30 percent to university services.

Modeling undertaken by Resource Planning provided to the expert working group indicated that a domestic, for-credit tuition share arrangement that allocated any less than 30 percent to university services would result in an over-reliance on the provincial grant to cover university-wide service costs, and insufficient funding to support university services in line with enrolment growth.

The group recommends that the majority of tuition going to the faculty be allocated to the teaching unit, with a small share to the program faculty to recognise the costs incurred. The resulting recommendation was a tuition revenue share of: 60 percent to the course teaching unit, 10 percent to the program faculty and 30 percent to university services.

The expert group discussed the possibility of an alternative revenue sharing arrangement for international for-credit tuition to create greater incentives to pursue enrollment growth of international students. However, they also recognized that there is an existing incentive simply through the increased rate of tuition for international students, and the group also sought to maintain simplicity. The group therefore recommends

that the revenue sharing arrangement noted above extend across both domestic and international for-credit tuition.

Recommendation 2: Share non-credit tuition revenue (85% unit offering the program, 15% university services)

Non-credit tuition revenues should be shared between the course teaching unit, program faculty and university services at rates of 85 percent and 15 percent respectively.

Historically, 85 percent of non-credit tuition is allocated to the unit offering the program and 15 percent to university services. The unit offering the program may be a faculty, or the Continuing Education department. The expert group recommends that this revenue sharing arrangement be carried forward to Budget Model 2.0.

Recommendation 3: Do not differentiate tuition share for online programs

Tuition revenue allocation should follow the rules outlined above, determined based on whether the course is for-credit, or non-credit and not differ whether the program is delivered online, blended, or on-campus.

Historically, the type of course (for credit, or non-credit) determined the tuition revenue allocation arrangement, not the mode of delivery (online, blended or on-campus). The expert group recommended that this approach be carried forward to Budget Model 2.0. The expert group discussed costs associated with online program development, and suggests further discussion between the Online and Continuing Education division and faculties and departments regarding how to support online course management outside of the budget model.

Recommendation 4: Review tuition sharing arrangements in the future

Tuition revenue allocation formula should be reviewed in 3 years, to understand and correct for any unintended consequences of the chosen tuition revenue allocation approach.

The expert group recognises that there may be unintended consequences of the new revenue sharing arrangement for domestic tuition, and recommends that the future budget model review evaluate the

revenue share arrangements to correct for any intended impacts. The group recommends that a review occur 3 years after implementation.

University services and functional efficiency

Recommendation 5: Introduce functional plans for university services

University services should be funded through a combination of a share of tuition (as per Recommendations 1 and 2) and the provincial government grant. Units should prepare a multi-year functional plan which defines service delivery, priorities and future budgetary needs over the coming five years. These plans should be used to guide annual budget allocations to university services, and hold unit leaders accountable both for their budget and service delivery.

Historically, university services were allocated the same operating budget as the prior fiscal year, with approved increases or decreases based on institutional cost pressures and/or emerging priorities. The expert group evaluated this approach, and an alternative approach that ties university services budgets to institutional growth (enrollment, revenues, and/or faculty). These two approaches are flawed in that they reinforce historical cost structures which may be inefficient and/or become outdated, and don't provide the right incentives for university services to pursue efficiency.

Instead, the expert group recommends university service leaders produce multi-year functional plans that define service delivery, priorities and budgetary needs over the coming five years. The annual budget should leverage these plans, with minor adjustments annually as necessary. A schedule of functional reviews should occur over a 5-year review cycle, so that all university service areas complete a review within the 5 years.

Recommendation 6: Adopt matrix budgeting for university services

To control costs and incentivize efficiency, the U of A should implement a matrix budgeting system which provides visibility to leaders of university services of associated spending across the entire university.

A matrix budgeting system is where functional service leaders (for example, the AVP HRHSE), have two budgets; one for their unit, and one for their function. Their functional budget will show the HRHSE spend across the entire university, not just in their unit, so they can see where services outside of their unit are being provided and work with the faculties or units to best understand how to deliver their services. This approach promotes transparency across the university as to how to deliver university services and continuously improve service delivery to faculty and staff.

The group recommends the matrix budgeting approach over the more restrictive approach of functional staff Full Time Equivalent (FTE) caps which simply limits how many staff could be hired, and could cause issues around backfilling in a timely manner leading to understaffing.

Recommendation 7: Implement space allocation approach

To control space usage, a space allocation (expressed as net assignable square meters) should be determined for faculties and university services. Faculties and university service units should be charged for space usage that exceeds the allocation. Incentives should also be introduced for those faculties and units that occupy less space than the allocated amount.

The expert group considered two alternative approaches to managing space usage: 1) a space charging approach whereby all faculties and university service units are charged for the space that they occupy; and 2) a space allocation approach whereby faculties and university service units are allocated a specified amount of space, and incentives are introduced in the budget model to reward more efficient space usage, and discourage usage above the specified amount. The expert group preferred the second approach, as it is seen to be a more collaborative approach, and less resource intensive.

The Facilities and Operations (F&O) portfolio should develop drivers and metrics to determine the space allocation for faculties and university service units, leveraging pre-existing guidelines. The college dean/VP, faculty dean, and university service unit leaders will be responsible for further allocating space within their faculty or unit. F&O should engage with college, faculty and unit leaders to understand idiosyncrasies and anomalies to ensure that exceptions are captured where appropriate in space allocations. Following this recommendation, F&O should explore how to operationalise the space allocation approach in practice.

Strategic initiatives and subvention

Recommendation 8: Establish a University Fund

Create one single consolidated University Fund to support strategic initiatives, research growth initiatives, funding to reward performance, and supplementary funding for selected units. The level of funding for strategic initiatives (one component of the broader fund) should be set at 1 percent of general operating revenues.

Under Budget Model 1.0, a strategic initiatives fund (SIF) was established. The SIF was intended to support strategic initiatives, which will normally be identified in the university's strategic plan. The target size for the SIF was 2 percent of the sum of provincial grant and tuition revenues (at the time equal to just under \$20

million). A separate fund would be used to support those academic units whose resource allocations under the new budget model cannot fully support the costs of providing programs that are core priorities of the institution.

The expert group supports continuing the SIF, however, recommends that the scope of the fund be extended to include three types of support:

1. Support for university-wide strategic initiatives to the value of 1% of general operating revenues
2. Support for research growth initiatives to the value of 0.5% of general operating revenues (see Recommendation 14)
3. A small pool of performance funding to reward faculties based on agreed performance metrics (see Recommendation 16)
4. Supplementary funding units requiring additional support

This approach of one consolidated fund aligns with those implemented by peer institutions such as Queen's University, University of Toronto, McMaster University and University of Waterloo.

The group recommends that in the first instance, the level of funding for the strategic initiatives sub-fund be set at 1% of annual operating revenues (approximately \$11 million per annum), with the flexibility to increase this over time and as we understand strategic initiative demand. The value of the research growth initiatives sub-fund should be set at 0.5% of annual operating revenues (approximately \$5.5 million) as per Recommendation 14. The value of the performance fund is discussed further in Recommendation 16. The recommended budget for supplementary funding to units should be determined annually, based on consultation between the Provost, College Deans and Faculty Deans.

Recommendation 9: Take funding for the University Fund off the top of general operating revenues

Funds should be taken off the top of general operating revenues and surplus investment revenues (over and above the threshold for investment reserves), which are combined to meet the target percentage for each of the sub-funds, before allocating the grant to faculties and university services.

Under Budget Model 1.0, the SIF was funded through investment income (over and above the amount required to fulfill the requirement for an investment reserve) and revenue from the Land Trust. The expert group recommends an adjustment to the funding approach so that the fund is supported by a combination of general operating revenues and investment revenues. That is, any surplus from investment revenues (over and above the threshold for investment reserves) will form part of those general consolidated revenues, and reduce the amount needed to be taken from the provincial grant to meet the target size of the fund. This will provide a more stable funding stream to support strategic initiatives into the future.

Recommendation 10: Simplify the approach to allocating the provincial grant for teaching

Simplify the approach to allocating the provincial grant to support teaching activity by abandoning the 'Basic Revenue Unit' (BRU) and adopting a simplified measure to recognise the differential cost of teaching across faculties. Allocate the grant for teaching activity across teaching unit and program faculty, adopting the same sharing approach as domestic and international for-credit tuition revenues.

Under Budget Model 1.0, 70 percent of the net provincial grant (base provincial grant revenues less university services costs) was allocated to faculties to support teaching activity. Funds were allocated on the basis of each faculty's share of Basic Revenue Unit (BRU)-weighted domestic student program enrollments.

A BRU is a weight assigned to each faculty that is intended to reflect the per student funding the faculty requires from the provincial grant to offer its programs to domestic students, relative to the other faculties. Each BRU is determined by taking the total cost (including space) of the faculty averaged over the last three years, subtracting the revenues allocated to them in the model, and dividing that figure by domestic program enrolments.

The expert group recommends that a simpler allocation approach is developed by the budget model Design Group, to reflect the differential costs of teaching across faculties without reinforcing historical cost structures. The group did not provide a recommendation on the alternative metric that should be used, and the Design Group will be examining the most appropriate metric to use in place of the BRU, that accurately reflects the appropriate relative costs of instruction.

The expert group also recommends that instead of being allocated on the basis of enrollments (to the program faculty) the grant be shared between the teaching unit and the program faculty. The sharing arrangement should mirror the arrangement for tuition share. The tuition share recommendation includes an allocation to central, so, excluding that allocation, the division between teaching unit and program faculty to align with Recommendation 1 would be 86 percent to the teaching unit and 14 percent to the program faculty¹.

¹ Recommendation 1 states that tuition revenues should be allocated in the following manner: 60% to the teaching unit, 10% to the program faculty, and 30% to university services. Of the amount allocated to faculties, 86% goes to the teaching unit (60% divided by 70%) and 14% goes to the program faculty (10% divided by 70%).

Research support and growth

Recommendation 11: Maintain allocation approach for RSF

Federal Research Support Funds (RSF) should be allocated in the following way: 50 percent to the faculties using research metrics, and 50 percent to university services. The Design Group should review and revise the weightings applied to research metrics during the model development phase. The faculty's allocation should be itemized on the budget letter to clarify how much has been directed to the faculty.

The U of A receives approximately \$17 million per annum from the Federal Government to support indirect costs of research through the Research Support Fund (RSF). Funding is provided based on averaged Tri-Agency funding received in the previous three years. Budget Model 1.0 included a sharing arrangement for RSF, whereby 50 percent was allocated to university services, and 50 percent was allocated to faculties on the bases of four, weighted metrics:

1. Restricted Tri-Council research dollars received (representing 5 of the 30 percentage points)
2. Restricted research dollars from non-Tri-Council external sources received (5 of the 30 percentage points)
3. Number of successful external grant applications, both Tri-Council and non-Tri-Council (10 of the 30 percentage points)
4. Total dollars spent on graduate students or post-doctoral fellows (PDF) from restricted funds. These include scholarships that flow through the University payroll system, such as Tri-Council scholarships (10 of the 30 percentage points).

In practice, due to the budget cuts, this sharing approach was not implemented, and RSF funding was added to consolidated revenues, and allocated out in the form of base operating budget across all units and faculties. The expert group recommends maintaining the Budget Model 1.0 allocation approach for RSF, however, the group recommends that the weightings of each of the research metrics is reviewed and revised during the development of the budget model. The group recommends clear accounting for RSF in faculty base operating budget allocations.

Recommendation 12: Maintain allocation approach for indirect costs of research (ICR), but review policy outside of budget model

The distribution of ICR revenues is determined by the existing [UAPPOL ICR Policy](#). This policy specifies that 100 percent of ICR revenues are allocated to the faculty collecting the ICR. The expert group recommends that the UAPPOL ICR policy be reviewed outside of the budget model development process

to consider changes to rates, opportunities to apply waivers and controls and potential changes to the allocation approach.

The U of A generates approximately \$9 million per annum in funding for indirect costs of research through inclusion of indirect costs in research project funding, under the guidance of the [UAPPOL ICR Policy](#). The policy specifies that 100 percent of revenues collected in this manner are allocated to the faculty that holds the research project.

The policy requires the inclusion of indirect costs in all research project budgets at a rate of 30 percent of direct costs, however, in reality, the actual collection rate is much lower. This is due to frequent instances where the ICR is waived by the faculty, and/or a sponsor refuses to pay for ICR.

The expert group discussed the fact that the published rate of 30 percent is relatively low, and there may be opportunities to grow revenue generated to cover indirect costs through:

- Changes to the published rate of ICR from 30 percent to 40 percent to align with peers
- Changes to applications of the rate e.g. allowing it to be waived for small grants, and the rate increased for larger grants
- Controls to limit instances where ICR is waived

The group also discussed the opportunity to revisit the allocation of ICR specified in the policy. The expert group therefore recommends that the UAPPOL ICR policy be reviewed outside of the budget model development process to consider changes to rates, opportunities to apply waivers and controls and potential changes to the allocation approach.

Recommendation 13: Simplify the approach to allocating the provincial grant for research

Simplify the approach to allocating the provincial grant to support research activity by focussing on research revenues (Tri-council and non Tri-Council) and evaluating the use of weightings. Communicate the allocation in advance as a 'cents per dollar of research revenues earned' to improve transparency.

Under Budget Model 1.0, 30 percent of the net provincial grant (base provincial grant revenues less university services costs) was allocated to faculties to support research activity. Funds were allocated on the basis of the same four weighted metrics used to allocate RSF (see Recommendation 12).

The expert group did not provide a recommendation on the overall level of funding that should be allocated from the provincial grant to support research, however, the group did recommend that the metrics used to allocate it should be simplified to consider total research revenue (tri-council and non-tri-council) and that

the weightings should be reviewed as part of the model development phase. The group also supported the idea of the allocation for research being communicated as a 'cents per dollar of research revenues earned' to improve transparency.

Recommendation 14: Initially, allocate 0.5% of operating revenues for research growth initiatives

Introduce a dedicated funding stream within the University Fund (Recommendation 8) for research growth initiatives initially at the level of 0.5% of general operating revenues, with opportunity to grow to 1.0% into the future.

The expert group recommends the creation of a research growth fund, similar to that of peer institutions such as McMaster and University of Waterloo. The fund should be established as a stream of a broader University Fund (see Recommendation 8), with a starting level of 0.5% of general operating revenues. The size of the research growth stream should be reviewed into the future, and opportunities to grow the fund to 1.0% over time should be considered.

On implementation of the fund, the group recommends that:

- Clear priorities are established for the fund, aligned with the strategic research and innovation plan.
- The fund supports a balance of large institutional initiatives (collaboration, interdisciplinary learning) with the incentives of the individual researchers
- Decision-making criteria/metrics to guide the allocation of funds are inclusive, regardless of size or discipline
- The fund offers a range of supports, including supporting protected time for researchers, matched funding, and indigenous engaged research.

Multi-year mechanisms

Recommendation 15: Introduce an activity smoothing mechanism

To avoid large year-to-year changes in faculty revenues as a result of sharp movements in activity, implement a smoothing mechanism for all activity-based budget allocations. Use a 5-year horizon, with 2 years of historical activity data, the current year activity data, and 2 years of projected activity data.

Under Budget Model 1.0, to avoid large year-to-year changes in faculty revenues as a result of movements in program and course enrollments, as well as from lumpiness in some revenues, a revenue smoothing

mechanism was planned to be employed. Revenues would be allocated to the faculties based on the three-year average of the faculty's share of each major revenue type.

The expert group supports a similar smoothing mechanism for Budget Model 2.0, but the time horizon is extended to consider 5 years of activity - 2 years of historical activity data, the current year activity data, and 2 years of projected activity data.

In practice, what this means is that:

- When determining a faculty's share of the **provincial grant**, a faculty's share of the grant will depend on faculty enrollments and research activity in the two years prior to the current fiscal year, in the current fiscal year, and projections over the coming two years.
- When determining a faculty's **share of RSF funds and ICR funds**, the allocation will be based on 5 years of research activity data - two years prior to the current fiscal year, in the current fiscal year, and projections over the coming two years.
- When determining a faculty's budgeted **tuition allocation** for the upcoming fiscal year, the allocation will be based on tuition revenue data from two years prior to the current fiscal year, projected tuition revenues in the current fiscal year, and projections over the coming two years. This will require a combination of enrollment actuals and projections, assumptions for tuition fee changes and adjustments to reflect an understanding of the difference between enrollment projections and actuals. This approach may involve the application of weightings to each of the years' data, for example, by weighting future projections by less than historical actuals.

This is "data smoothing" and combines two different benefits:

- It encourages a greater focus on medium-term planning and projections, so that we are constantly looking forward rather than back.
- The use of 5 years' worth of data means that any unexpected fluctuations - such as the main Covid-19 year - are "smoothed" out and have less of an impact on the values used to determine budget allocation.

Recommendation 16: Introduce a performance funding pool for faculties with collaboratively-determined performance metrics.

Introduce a dedicated stream of funding within the broader University Fund to reward faculties for performance on the basis of collaboratively-determined performance metrics. Allocate funding annually through the budgeting process, on the basis of performance in the prior year.



The expert group recommends providing funding to reward faculty performance through a relatively small, dedicated funding pool, that is allocated to faculties at the beginning of the year on the basis of performance in the prior year.

The group recommends a hybrid approach to establishing performance targets whereby the Provost & VPs, College and Faculty leadership collaboratively develop strategic themes and a series of metrics for each theme. Faculty Deans can then select a subset of these metrics that best reflects their priorities.

The expert group did not recommend a level of funding for the performance fund, but recognises that in order to be effective, the nominal value of funding available need not be significant. Other institutions allocate as little as \$500K through a performance funding pool, and the level of funding can be evaluated into the future.

Targets should be developed and monitored in FY 2024-25, and funds for achieving them should be allocated in FY 2025-26 through the annual budgeting process. This will avoid the issue of allocations or transfers made in-year that are not able to be spent, or a claw-back that may jeopardize unit budgets.

Appendix A - Expert Group Topics

Tuition revenue sharing

- How should domestic tuition revenue be shared across central services and faculties?
- How should tuition revenue that is allocated to faculties be shared across the teaching unit and program of enrollment faculty?
- How should international tuition revenue be shared across central services and faculties?
- Should targeted revenue sharing arrangements be used for non-traditional program types e.g. non-credit. If so, for which program types and which arrangements?

Central services and functional efficiency

- How do we determine the right level of base operating funding for central services?
- What mechanisms should we put in place to control costs and incentivize service efficiency?
- How should the budget model incentivize efficient use of space?

Strategic initiatives and subvention

- What share of operating revenues should be reserved for strategic initiatives fund (SIF)?
- What should the source(s) of strategic initiative funding be?
- How should the level of funding that a college is allocated from the Operating Support Grant to support costs of teaching, be determined?
- How should strategic subvention be funded and managed?

Research support and growth

- What level of base operating funding is required to cover indirect costs of research across the institution?
- How should indirect costs of research be shared across central services and colleges?
- How should revenues be treated to enable the allocation of this budget?
- Should a research growth fund be established, and at what scale and for what purposes?
- Should a research infrastructure fund be established to tackle growing costs of operating research facilities?

Multi-year budget mechanisms

- How many years of activity should be used to determine the allocation of budget?
- How should performance targets and metrics be determined?
- How should budget allocation be tied to performance?

Appendix B - Expert Group Meeting Schedule

Expert Group Meeting Schedule

Group	Workshop 1	Workshop 2	Workshop 3
Tuition Revenue	January 25, 2023	February 27, 2023	March 16, 2023
Central Services & Functional Efficiency	January 27, 2023	February 24, 2023	March 13, 2023
Strategic Initiatives & Subvention	January 27, 2023	February 28, 2023	March 17, 2023
Research Support & Growth	January 24, 2023	February 27, 2023	March 20, 2023
Multi-Year Mechanisms	January 24, 2023	February 28, 2023	March 14, 2023
Community Information Sharing Session	February 22, 2023	March 9, 2023	April 12, 2023

Appendix C - Expert Group Membership

Tuition Revenue Sharing		
Chair	Provost	Dr. Verna Yiu
Vice Chair	Deputy Provost (Students & Enrolment)	Melissa Padfield
Member 1	AVP, Online & CPE	Jessica Butts Scott
Member 2	Director, Academic Budget & Planning	Edith Finczak
Member 3	College Dean	Joe Doucet
Member 4	Acting Vice-Provost and University Registrar	Norma Rodenburg
Member 5	Faculty Dean	Robert Wood
Member 6	Faculty Dean	Barbara Billingsley
Member 7	Faculty Dean	Fred West
Member 8	Faculty Dean	Jason Carey
Member 9	College General Manager	Julie Naylor
Member 10	Manager, Institutional Research	Miao Zhen
Member 11	Resource Planning Representative	Steve Edge
Member 12	Chairs Representative	David Beck

Central Services & Functional Efficiency		
Chair	VP USF	Todd Gilchrist
Vice Chair	VP F&O	Andrew Sharman
Member 1	VP ER	Elan MacDonald
Member 2	AVP, Integrated Planning & Partnerships	Lara McClelland
Member 3	AVP, Shared Services	Ria Ames
Member 4	College Dean	Greta Cummings
Member 5	Faculty Dean	Tammy Hopper
Member 6	Faculty Dean	Demetres Tryphonopoulos
Member 7	College General Manager	Kerrie Johnston
Member 7	Faculty General Manager	Asha Rao
Member 8	Vice Dean	Marie-Eve Morin
Member 9	Vice-Provost (Library and Museums) & Chief Librarian	Dale Askey

Member 10	Associate Dean	Tracy Raivio
Member 11	AVP, PAIR	Deborah Williams
Member 12	Resource Planning Representative	Amy Gong
Member 13	Director, Resource Planning	Kemi Kufuor-Boakye
Member 14	Chairs Representative	Samer Adeeb

Strategic Initiatives and Subvention

Chair	Provost	Dr. Verna Yiu
Vice Chair	VP USF	Todd Gilchrist
Member 1	College Dean	Matina Kalcounis-Rueppell
Member 2	Vice-Provost (EDI)	Carrie Smith
Member 3	Faculty Dean	Kyle Murray
Member 4	Faculty Dean	Nathalie Kermaal
Member 5	Faculty Dean	Brenda Hemmelgarn
Member 6	Faculty Dean	Christine Hughes
Member 7	Associate Vice-President (Finance, Procurement and Planning)	Martin Coutts
Member 8	Chief of Staff, Office of the President	Jeannie Smith
Member 9	College Associate Dean, Education	Karsten Mundel
Member 10	Finance Partner	Wendy Nickolson
Member 11	AVP Strategic Research & Performance	Andre McDonald
Member 12	Vice Dean, Education	Lynn McGarvey
Member 13	Senior Advisor, President's Office	Sheetal Mehta Walsh
Member 14	Director, Institutional Mgmt, Analytics and Data Warehouse	Jason Michael
Member 15	Resource Planning Representative	Kemi Kufuor-Boakye
Member 16	Chairs Representative	Nadir Erbilgin

Research Support & Growth

Chair	Provost	Dr. Verna Yiu
Vice Chair	VP R&I	Dr. Aminah Robinson Fayek
Member 1	College Dean	Matina Kalcounis-Rueppell
Member 2	Faculty Dean	Stan Blade

Member 3	Faculty Dean	Brenda Hemmelgarn
Member 4	Faculty Dean	Shanthi Johnson
Member 5	Faculty Dean	Diane Kunyk
Member 6	AVP Strategic Research & Performance	Andre McDonald
Member 7	Associate College Dean, Research	Joanna Harrington
Member 8	Associate Dean, Research	Nancy Van Styvendale
Member 9	Director, Research Partners	Julie Stephens
Member 10	Director, Research Administration Services	Michael Walesiak
Member 11	AVP, Enterprise	Riya Ganguly
Member 12	Interim Vice-Provost and Dean, FGSR	Roger Epp
Member 13	Director, Strategic Analysis	Amy Gao
Member 14	Director, Resource Planning	Kemi Kufuor-Boakye
Member 15	Chairs Representative	Marguerite Wieler
Member 16	AVP Development	Kelly Spencer

Multi-Year Mechanisms		
Chair	VP USF	Todd Gilchrist
Vice Chair	Associate Vice-President (Finance, Procurement and Planning)	Martin Coutts
Member 1	AVP Development	Kelly Spencer
Member 2	AVP - Asset Management & Opera	James Allen
Member 3	Faculty Dean	Simaan Abourizk
Member 4	Faculty Dean (availability TBD, request a delegate)	Jennifer Tupper
Member 5	Faculty Dean	Dr. Kyra Pyke
Member 6	College Dean	Joe Doucet
Member 7	College General Manager	Susan Lynch
Member 8	Director, Academic Budget & Planning	Edith Finczak
Member 9	Faculty General Manager	Bill Bedard
Member 10	Faculty General Manager	Eva Glancy
Member 11	AVP, PAIR	Deborah Williams
Member 12	Director, Resource Planning	Kemi Kufuor-Boakye
Member 13	Director, Finance Partners	Sara Horseman
Member 14	Chairs Representative	Narmin Kassam



ITEM NO. 17G

Decision **Discussion** **Information**

ITEM OBJECTIVE: Review the University of Alberta Museums Policy and Planning Committee Annual Report.

DATE	May 29, 2023
TO	General Faculties Council
RESPONSIBLE PORTFOLIO	University of Alberta Museums

EXECUTIVE SUMMARY:

Background

The Annual Report of the University of Alberta Museums provides an overview of programs, projects, and initiatives of the University of Alberta Museums. In addition, it provides a summary of activities for the University of Alberta Museums Policy and Planning Committee.

The University of Alberta Museums Policy and Planning Committee is an Administrative Committee of the General Faculties Council Standing Committees. The U of A Museums Policy and Planning Committee advises university administration and governance bodies, as appropriate or required, on matters relating to the University of Alberta Museums.

Supporting Materials:

1. University of Alberta Museums Annual Report 2021-2022 (page(s) 1-18)



museums
UNIVERSITY OF ALBERTA

Annual Report

July 2021 — June 2022



UNIVERSITY OF ALBERTA MUSEUMS ANNUAL REPORT

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



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Executive Summary

This report documents the activities of the University of Alberta Museums which includes those of the University of Alberta Museums Policy and Planning Committee, the central museums unit, and the 30 museum collections registered under the Museums Policy.

The year was characterized by change resulting from an additional year of lock-down from the Covid-19 pandemic, restructuring under the University for Tomorrow initiative, a completed move of the central unit to Rutherford South, and staffing changes. Frannie Blondheim continued as Interim Director of the University of Alberta Museums unit for most of the academic year, and a national search for a new Director was completed with Christine Conciatori joining the unit in May 2022. Museums unit staff continued to work from home, with most staff returning on May 2, 2022 to work on-site or in a hybrid work situation.

As the campus shifted to selected on-site instruction, museum activities also resumed including facilitating loans and acquisitions; accommodating interns, graduate research assistants and volunteers; providing in-person access to museum facilities; and managing ongoing facility issues, emergencies and projects. Unit staff began assessing the impact of campus-wide restructuring which affects existing administration and operating structures and service delivery. While adapting to these changes, unit staff continued to deliver exceptional virtual community engagement points through web stories, online exhibitions, and enhanced search-site information.

Along with the university as a whole, the Policy and Planning Committee began considering important issues of decolonization and reconciliation inherent in museum collections and in visible symbols and works of art that are located on our campuses. We also wish to acknowledge the passing of one of our members, Dr. James Dempsey, who served on the committee at the time of his passing.

University of Alberta Museums Policy and Planning Committee Overview

The University of Alberta Museums Policy and Planning Committee is a committee of the Provost and Vice-President (Academic), reporting to the Vice-Provost (Library and Museums), to advise university administration and governance bodies, as appropriate or required, on matters relating to the University of Alberta Museums.

The Museums and Collections Policy in UAPPOL governs the University of Alberta Museums (UAM) collections under which there are 30 registered museum collections from 11 departments in five faculties. Each University of Alberta Museums collection is administered by a designated curator who is a full-time academic member. University of Alberta Museums is the central unit that is the Office of Administrative Responsibility for the UAPPOL Museums and Collections Policy and is also responsible for the University of Alberta Museums Art Collection and the Mactaggart Art Collection.

The University of Alberta Museums Policy and Planning Committee met virtually on November 25, 2021 and February 25, 2022.

The following key issues and items of business were brought forward at the Policy and Planning Committee Meetings during the reporting period.

POLICY COMPLIANCE: ALBERTA HISTORY MURAL PROJECT

The Committee was updated on the activities of the *Alberta History* Mural Project working group. Progress on the project included conversations with the representatives of the Estate of H.G. Glyde, communicating the project to the University of Alberta community, updating conservation information, and gathering and tracking community feedback and comments. The Committee discussed the important role it has, should the outcome of the project result in a recommendation to deaccession the mural—its

permanent removal—as it is part of the building structure. The Committee ensures the university has done its due diligence in order to make a recommendation in the near future, and to also ensure compliance with policy, ethics, and museums standards of practice.

POLICY COMPLIANCE: MEDICINE HAT ANCESTOR REBURIAL

The Committee was updated on the Medicine Hat Ancestor Reburial project. This project began in 2017, in collaboration with the City of Medicine Hat, with the goal of returning the remains of individuals and associated grave goods held in the University of Alberta Museums for reburial. Shortly thereafter, the process was paused for several reasons, including a change in the provincial government. The City of Medicine Hat contacted the university in the past year to re-engage and continue work on this project. The Committee was informed that one of the next steps would be to strike a Return of Cultural Property Committee, which is an ad hoc committee of the Policy and Planning Committee.

SET AND UAT IMPACT ON MUSEUMS

The Committee was kept updated on the impacts of the University of Alberta for Tomorrow (UAT) and Service Excellence Transformation (SET) on the University of Alberta Museums network and unit. For the UAM unit, some HR and finance tasks as well as IT responsibilities have been transitioned into centralized services. However, some unique museum services have not been reallocated although the resources have been reduced (e.g., the centralized Mimsy database for museum collections). The transition of External Relations could still affect the unit. Similar transitions are underway across campus, with the effects on collections administration in departments and faculties yet to be determined.

GOAL 1

Excel



Zoe Wagner (2022 U of A Museums Summer Intern) in front of the Dentistry Museum Collection display for the Sperber family announcement.



Artist, Takeshi Takano, stands behind his work or art ("Mothers Day") that was acquired into the University of Alberta Museums Art Collection in 2022.

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

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

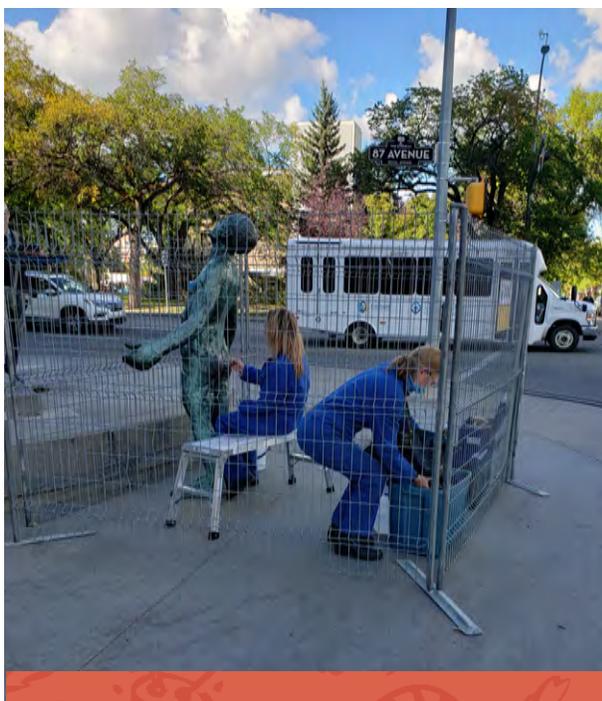
Progress

- Staff of the University of Alberta Museums unit have been involved in planning two aspects of the Geoffrey and Robyn Sperber Health Sciences Library. The donor has long been an advocate of the Dentistry Museum Collection and its history; therefore, the new library will accommodate a museum exhibition space and the Edmonton Clinic Health Academy will house a new collection storage space. Both spaces will be designed with the best possible conditions for the specimens, according to museum standards in mind.
- In addition, the University of Alberta Museums unit curated a display of selected Dentistry Museum Collection artifacts for the in-person announcement that was attended by the Sperber family, University of Alberta Senior Administrators, and guests in June 2022.

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

Progress

- The University of Alberta Museums unit completed the final stages of the move to Rutherford South which included unpacking and setting up both personal office spaces and communal spaces, and overseeing final renovations. Most staff returned to in-person work in May 2022, though a few chose to continue working remotely.



Conservators work on "InScope" to remove vandalism found on the sculpture.

- The University of Alberta museums registered collections continued to have persistent facility issues during the reporting period due to Covid-19 building closures, facility-related projects, and most University of Alberta Museums staff working remotely. These incidents had significant impact on University of Alberta Museums unit staff who serve as first responders, and maintain a framework of emergency plans for museum collections. The action required to address the numerous incidents, which ranged from vandalism to floods and environmental challenges, formed a substantial part of the work for the year. Below are a few examples:

- » An outdoor sculpture belonging to the University of Alberta Museums Art Collection was vandalized in 2021 with spray paint and permanent marker, causing extensive damage that required treatment conservation. An external, out-of-province conservator was contracted to remove the vandalism in Fall 2021/Spring 2022 at a cost of approximately \$19,000.00.
- » A flood in University Terrace in August 2021 caused by an overflowing air handling unit in a room adjacent to the University of Alberta Museums Art Collection resulted in significant efforts to dry the affected rooms by University of Alberta Museums unit, Facilities and Operations, and BeeClean staff. There was no damage to any museum objects due to the immediate measures taken by the U of A Museums unit team.
- » A renovation project in Rutherford South Reading Room in August 2021 caused excessive plaster dust to settle on two large-scale works of art. As the University of Alberta Museums unit was unaware of this project in advance, protective measures to cover the works of art were not undertaken. University of Alberta Museums unit hired an external conservator to clean the surface of one of the paintings to remove the plaster dust. The other painting could not undergo the same treatment due to its unstable, friable surface.



Mechanical upgrades in the H.M Tory building impacted several University of Alberta Museums collection spaces.

- » Minor issues concerning University of Alberta Museums collections with no reported damage to objects (i.e., near misses) include:
 - › Two instances of water leaks where indoor works of art are on display. Staff followed up with onsite inspections.
 - › August 2021 – A leak from overhead ductwork in the University of Alberta Laboratory for Vertebrate Paleontology storage space.
 - › December 2021 – A mouse issue was reported in the Larry Jewell Pathology Museum.
 - › January 2022 - A burst pipe in the Jim van Es Marine Invertebrate and Malacology Collection storage space.
 - › February 2022 - A flood near the Anne Lambert Clothing and Textiles Collections storage spaces.
- » Staff in the Anne Lambert Clothing and Textiles Collections found mould on two textiles stored in a cold room as a result of high humidity levels. Collections staff are currently working with University of Alberta Museums unit to proceed with a request to deaccession these objects as a result.
- » Two minor instances of vandalism noted on outdoor works of art belonging to the University of Alberta Museums Art Collection, one of which requires treatment conservation.
- » In Spring 2022, University of Alberta Museums staff were alerted to mechanical upgrades in H.M. Tory that would impact environmental conditions on levels 1, 2, 3, and the basement (impacting seven University of Alberta Museums collections). Therefore this required a relocation of some museum objects; the application of protective hoarding to collections spaces on level 1 (impacting three University of Alberta Museums collections); and required a complete shutdown of a University of Alberta Museums unit-operated HVAC system, resulting in temporary remediation measures (i.e., cooling and humidification) in one collections space (impacting two University of Alberta Museums collections).
- » Work began in May 2022 and continued throughout the summer. Access to all seven collections was restricted, and University of Alberta Museums unit staff monitored environmental conditions in all University of Alberta Museums collections closely.

FAST FACT

During this reporting period – the University of Alberta Museums Search Site has seen more than 10,300 visitors and pages have been viewed more than 62,000 times.



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

Progress

- In June 2022, the University of Alberta Museums unit completed another year of maintenance contracts with Box Clever. These contracts included general maintenance of the University of Alberta Museums Search Site, enhancements to existing features, and improvements to critical Search Site functions (e.g., importer improvements to ensure data is updated in a timely manner).
- During this reporting period, the University of Alberta Museums Search Site working group with the addition of a Young Canada Works intern focused on expanding the browse feature, external links, and item group pages to expand the discoverability and searchability of the University of Alberta Museums collections.
- At the time of reporting, 27 museum collections and over 675,000 object records are included on the Search Site.

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

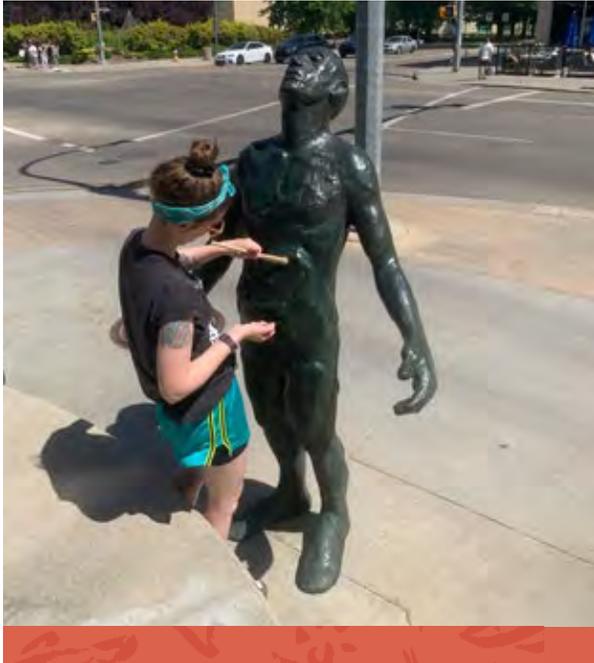
Progress

- For many collections, a moratorium on new acquisitions continued throughout the pandemic. However, selected field collecting was possible in a few collections, and acquisitions through purchase were reported due to special circumstances. A total of approximately 540 museum new objects and specimens were reported, including:
 - » University of Alberta Laboratory for Vertebrate Paleontology – 399 specimens
 - » Meteorite Collection – 11 specimens
 - » Anne Lambert Clothing and Textiles Collection – 30 museum objects
 - » Bryan / Gruhn Archaeology Collection – 43 museum objects
 - » Vascular Plant Herbarium – one (1) specimen
 - » E.H. Strickland Entomological Museum – 50 specimens
 - » University of Alberta Museums Art Collection – four (4) museum objects
- The University of Alberta was contacted by the City of Medicine Hat, to reinstate the Medicine Hat Ancestor Reburial Project. Deputy Provost W Rodgers initiated several virtual meetings with University units to ensure communication and knowledge of the project. Upon her resignation in June 2022, the lead responsibility for this project was transferred to the Vice-Provost (Indigenous Programming and Research).



GOAL 2

Experience



Zoe Wagner, 2022 U of A Museums Summer Intern, working on a public art cleaning project.



Sung Eun Cho, 2021 U of A Museums Summer Intern, observing a textile in the Mactaggart Art Collection.

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

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

Progress

- The University of Alberta Museums hired one summer intern for the summer of 2021. Sung Eun Cho worked remotely for the first part of her internship, and was then able to complete her internship on-site in Fall 2021. In September 2021, Sung Eun returned to her studies in the History of Art and Visual Culture, in the Department of Art & Design.
- The University of Alberta Museums hired a summer intern for the summer of 2022 who was able to complete her full internship on site. Zoe Wagner is a third-year student in the Human Ecology department in the Faculty of Agricultural, Life & Environmental Sciences.



Wei Lu and Riddhi Patel, Mactaggart Art Collection Graduate Research Assistants (GRAs), working on a sewing project in the Mactaggart Art Collection.

- The University of Alberta Museums partnered with the Faculty of Arts, Department of Art & Design, to provide two Graduate Research Assistant (GRA) positions with the Mactaggart Art Collection each semester.
 - » Tejas Ambarani, a graduate student in Visual Communication Design, began as the GRA for the Mactaggart Art Collection in September 2021 and concluded in April 2022 working six hours a week. Projects included: writing object descriptions and alternative text for images, online exhibition design, object condition reporting, and upgrading collection storage.
 - » Wei Lu, post-doctoral researcher in Art History, and Riddhi Patel, a painting graduate student, began as GRAs for the Mactaggart Art Collection May 2021. Their projects included: assisting with public tours of the collection, rehousing, and object research.



GOAL 3

Engage

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

1. Strategy – Focused Communications Tools: University of Alberta Museums communication tools (e.g., website; social media; print media; presentations) are focused and built to effectively engage our priority communities.

Progress

- In September 2021, the University of Alberta Museums Search Site working team presented at the Alberta Museums Association virtual conference highlighting the U of A Museums Search Site and lessons learned from digital project planning.

FAST FACT

University of Alberta Museums websites and associated pages were viewed more than 140,000 times during this reporting period.

FAST FACT

University of Alberta Museums social media pages (Facebook and Twitter) received over 330,000 impressions (how many times our content was viewed) during this reporting period.

FAST FACT

Virtual reality tours of museum collections spaces and online exhibitions were viewed over 27,000 times during this reporting period.

FAST FACT

The University of Alberta Museums hosted a virtual program with University of Alberta alumni and artist Braxton Garneau in February 2022.





Tissue paper peonies created for public programs related to the online exhibition "Peonies in Bloom"



University of Alberta Museums System Administrator,
Denis La France

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

Progress

- Three museum collections launched online exhibitions during this reporting period:
 - » The Invertebrate Paleontology Collection launched the online exhibition *A Treasury of Trilobites* in March 2021.
 - » The Anne Lambert Clothing and Textile Collection launched the online exhibition *Unwrapping African Commemorative Cloth* in September 2021 and *[De]Coded: Deciphering the Dialects of Dress* in May 2022.
 - » The Mactaggart Art Collection launched the online exhibition *Lion, Lantern, Lotus: Chinese and Buddhist Symbols in the Mactaggart Art Collection* in February 2022 and *Peonies in Bloom: A Selection of Art and Textiles from the Mactaggart Art Collection* in June 2022.

3. Strategy – Relationship Building & Recognition: Build strategic, meaningful reciprocal relationships and collaborations with our University of Alberta Museums communities.

Progress

- University of Alberta Museums recognition program and awards announcement were made virtually this year due to continued Covid-19 restrictions. The announcement was delayed until August 2022 to accommodate the arrival of the new U of A Museums director.
- Denis La France (System Administrator, University of Alberta Museums) received the Outstanding Service Staff Award in the virtual announcement in August 2022.



Anne Lambert Clothing and Textiles Collection

UNWRAPPING AFRICAN COMMEMORATIVE CLOTH

Exploring Communication and Commemoration
through Personal and Political Textiles



THE UNIVERSITY OF ALBERTA MUSEUMS PRESENTS

Peonies in Bloom

A Selection of Art and Textiles
from the Mactaggart Art Collection



Exhibitions

FACULTY OF AGRICULTURAL, LIFE AND ENVIRONMENTAL SCIENCES

Department of Human Ecology

- *Unwrapping African Commemorative Cloth*
— Anne Lambert Clothing and Textiles
Collection — Online Exhibition
- *[De]Coded: Deciphering the Dialects of
Dress* — Anne Lambert Clothing and
Textiles Collection — Human Ecology
Gallery

FACULTY OF SCIENCE

Department of Earth and Atmospheric Sciences

- *A Treasury of Trilobites* — Invertebrate Paleontology
Collection — Online Exhibition

UNIVERSITY OF ALBERTA MUSEUMS

Mactaggart Art Collection

- *Lion, Lantern, Lotus: Chinese and Buddhist
Symbols in the Mactaggart Art Collection*
— Online Exhibition
- *Peonies in Bloom: A Selection of Art and
Textiles from the Mactaggart Art Collection*
— Online Exhibition

GOAL 4

Sustain

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

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

Progress

- Year three of the Benchmark Survey was delayed in the previous year due to the pandemic, and was completed in the current fiscal year and data reflected activities that took place in 2019-20. Years four and five of the survey will be implemented in 2022-23 to collect data from 2020-21 and 2021-22, culminating in a final report that summarizes key findings.
- The University of Alberta Museums collections actively collaborate with local, national, and international institutions (e.g. universities, museums, etc.) to loan museum specimens and objects for the purpose of research, teaching, and community outreach.
- Examples of loans from the reporting period are as follows:
 - » New loans:
 - **Laboratory for Vertebrate Paleontology** - five national and international loans of 188 specimens.
 - **Mammalogy Collection (Museum of Zoology)** - one national loan of 14 specimens.
 - **Meteorite Collection** - two international loans of two specimens.
 - **University of Alberta Museums Art Collection** - three national loans of 124 museum objects.

» Extended loans:

- **Laboratory for Vertebrate Paleontology** - four national and international loans of 40 specimens.
- **Meteorite Collection** - three national loans of 39 specimens.
- **Mineralogy & Petrology Museum Collection** - one national loan of one specimen.
- **University of Alberta Museums Art Collection** - one national loan of two museum objects.

2. Strategy – External Resource Building: Secure and steward financial and other resources to support the University of Alberta Museums goals and strategies.

Progress

- The University of Alberta Museums received \$100,000 from the Government of Canada, Department of Canadian Heritage, in a second stage of funding for museums. These "Re-Opening Funds" were utilized primarily to hire students or casual employees in museum collections across campus to undertake a variety of tasks that had to be suspended during the pandemic. In addition, the UAM unit was able to deploy a project to place 40 new data loggers in selected museum collections across campus using Covid-19 relief funds received in the previous year. Data loggers allow museums staff to monitor collections environments remotely on a daily basis and assist with preventative conservation.

APPENDICES



POLICY AND PLANNING COMMITTEE MEMBERSHIP 2021/22

Committee Chair

Dr. Michael Caldwell
*Curator, Lab for Vertebrate
Paleontology*

Ex-Officio – Voting

Frannie Blondheim
*Associate Director / Interim
Director University of Alberta
Museums*

Dr. Dale Askey
*Vice-Provost (Library and
Museums) and Chief Librarian*

Dr. Jocelyn Hall
Chair, Curator's Committee

Elected – Voting

General Faculties Council

Dr. James Dempsey
*(passed away April 15, 2022)
Associate Professor,
Faculty of Native Studies*

Dr. Robert Smith
*Professor, Faculty of Arts
(History, Classics, and Religion)*

Curators Committee

Dr. Michael Caldwell
*Curator, Lab for Vertebrate
Paleontology*

Dr. Andy Derocher
Curator, Mammalogy/UAMZ

Dr. Murry Gingras
Curator, Trace Fossil Collection

Dr. Chris Herd
Curator, Meteorite Collection

Dr. Felix Sperling
*Curator, E.H. Strickland
Entomological Museum*

GSA Elected Representative

Rebecca Bourgeois

Undergraduate Student Representative

Vacant

B

DIRECTORY OF REGISTERED COLLECTIONS OF THE UNIVERSITY OF ALBERTA MUSEUMS

FACULTY OF ARTS**Department of Anthropology**

Bryan/Gruhn Archaeology Collection

Curator: Pamela Willoughby

Bryan/Gruhn Ethnographic Collection

Curator: Pamela Mayne Correia

Fossil Hominid Cast Collection

Curator: Pamela Mayne Correia

Osteology Collection

Curator: Pamela Mayne Correia

Zooarchaeology Reference Collection

Curator: Robert Losey

Department of History and Classics

W.G. Hardy Collection of Ancient Near Eastern and Classical Antiquities

Curator: Jeremy Rossiter

Department of Music

Canadian Centre for Ethnomusicology

Curator: Michael Frishkopf

Kule Folklore Centre

Bohdan Medwidsky Ukrainian Folklore Archives

Curator: Maryna Chernyavska

FACULTY OF AGRICULTURAL, LIFE AND ENVIRONMENTAL SCIENCES**Department of Human Ecology**

Anne Lambert Clothing and Textiles Collection

Curator: Anne Bissonnette

Department of Renewable Resources

Renewable Resources Bryophyte Collection

Curator: René Belland

Renewable Resources Natural History Collection

Curator: John Acorn

Soil Science Collection

Curator: Scott Chang

FACULTY OF MEDICINE & DENTISTRY**Department of Laboratory Medicine and Pathology**

Larry Jewell Pathology Gross Teaching Collection

Curator: Roberta Martindale

School of Dentistry

Dentistry Museum Collection

Curator: Vacant

FACULTY OF SCIENCE**Department of Biological Sciences**

Cryptogamic Herbarium

Curator: Catherine La Farge-England

Vascular Plant Herbarium

Curator: Jocelyn Hall

Paleobotanical Collection

Curator: Eva Koppelhus

E.H. Strickland

Entomological Museum

Curator: Felix Sperling

Freshwater Invertebrate Collection

Curator: Heather Proctor

Jim van Es Marine Invertebrate and Malacology Collection

Acting Curator: Michael Caldwell

Museum of Zoology

Curator: Michael Caldwell (Amphibian and Reptile Collection / Ornithology Collection)

Curator: Alison Murray

(Ichthyology Collection)

Curator: Andrew Derocher

(Mammalogy Collection)

Parasite Collection

Curator: Vacant

Laboratory for Vertebrate**Paleontology**

Curator: Michael Caldwell

(Higher Vertebrates Collection)

Curator: Philip Currie

(Dinosaur Collection)

Curator: Alison Murray

(Fossil Fishes Collection)

Curator: Corwin Sullivan

(Philip J. Currie Dinosaur Museum)

B

**Department of Earth
and Atmospheric Sciences****Drill Core Collection***Curator: John-Paul Zonneveld***Invertebrate Paleontology Collection***Curator: Lindsey Leighton***Meteorite Collection***Curator: Christopher Herd***Mineralogy and Petrology Collection***Curator: Tom Chacko***Trace Fossil Collection***Curator: Murray Gingras***UNIVERSITY OF ALBERTA
MUSEUMS UNIT****Mactaggart Art Collection***Curator: Isabel (Pi-fen) Chueh***University of Alberta Museums
Art Collection***Curator: Nadia Kurd*

C

UNIVERSITY OF ALBERTA MUSEUMS UNIT STAFF*(in alphabetical order)***Alyssa Becker-Burns***Assistant Director,
Collections Management***Emily Beliveau***Collections Management
Advisor (Humanities)***Frannie Blondheim***Associate Director / Interim Director***Jennifer Bowser***Moveable Cultural Property Advisor***Isabel (Pi-fen) Chueh***Curator, Mactaggart Art Collection***Christine Conciatori***Director (starting May 2022)***Jill Horbay***Communications and Marketing
Manager***Tom Hunter***Collections Assistant, University
of Alberta Museums Art Collection***Nadia Kurd***Curator, University of Alberta
Museums Art Collection***Denis La France***Senior Systems Administrator***Katherine Mallalieu***Collections Management Advisor
(Natural Sciences)***Christina Marocco***Administrative Team Lead***Sarah Spotowski***Curatorial Assistant, Mactaggart Art
Collection***UNIVERSITY OF ALBERTA
MUSEUMS UNIT
TEMPORARY STAFF****Helena Cairns***Collections Assistant – Data
Management (until March 2022)***Sung Eun Cho***University of Alberta Museums
Summer Intern (May 2021 to
December 2021)***Shirley Ellis***Conservator (March 2022 to
December 2022)***Zoe Wagner***University of Alberta Museums
Summer Intern (May 2022 to
September 2022)*



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**UNIVERSITY
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Decision **Discussion** **Information**

ITEM OBJECTIVE: The purpose of this item is to share progress on our institutional goals in the area of equity, diversity, and inclusion.

DATE	May 29, 2023
TO	General Faculties Council
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic)

EXECUTIVE SUMMARY:Background

The University of Alberta launched its four-year [Strategic Plan for Equity, Diversity, and Inclusion](#) in 2018/19. *Stories from the Field: Reporting on Equity, Diversity, and Inclusion in Action* provides a final update on the goals and initiatives in that strategy.

The overarching goal of the Strategic Plan is to embed EDI into the culture and accountability of the whole University, to shift the expectations of members of the community away from an understanding that EDI is an additional piece of work to an expectation that EDI is inherent and core in all of our work on a daily basis. While the University still has work to do to fully achieve this goal, the attached report demonstrates some of the many ways that we have made positive progress towards this goal, in units across the institution.

Not only has the original time-frame for that strategy now passed, but the development of the new University Strategic Plan provides an ideal moment for the University to develop a new action plan for EDI, guided by the USP and *Braiding Past, Present, and Future*.

Next Steps

Stories from the Field will be shared with the University community publicly via the Quad. Consultation and development of the new EDI Action Plan will commence in Fall 2023, following launch of the USP.

Supporting Materials:

1. Stories from the Field: Reporting on Equity, Diversity, and Inclusion in Action

***See Schedule A for additional items to include if needed.**

SCHEDULE A:



Engagement and Routing

Consultation and Stakeholder Participation / Approval Route (parties who have seen the proposal and in what capacity) <[Governance Resources Section Student Participation Protocol](#)>

*Those who are actively **participating**:*

- Office of the Provost and Vice-President (Academic)
- Office of the Vice-President (External Relations)

*Those who have been **consulted**:*

The following groups have been consulted on the preparation of the report.

- Members of Provost's Council
- Members of the EDI Leads Network
- Members of the Scoping Group for EDI

The content of the report has been informed by Faculty Deans, College Deans, Vice-Presidents, Vice-Provosts, Associate Vice-Presidents and other members of senior leadership.

Supplementary Notes / Context:



Stories from the Field:

Reporting on Equity, Diversity
and Inclusion in Action



**UNIVERSITY
OF ALBERTA**

Land Acknowledgement

Equity work is about recognizing and working to address the historical and ongoing effects of colonial violence. It is important to acknowledge that the University of Alberta, its buildings, labs and research stations are primarily located on the territory of the Néhiyaw (Cree), Niitsitapi (Blackfoot), Métis, Nakoda (Stoney), Dene, Haudenosaunee and Anishinaabe (Ojibway/Saulteaux), lands that are now known as part of Treaties 6, 7 and 8 and the homeland of the Métis.

The University of Alberta is committed to demonstrating respect for the peoples, sovereignty, lands, histories, languages, knowledge systems and cultures of all First Nations, Métis and Inuit nations. As a colonial institution, the University of Alberta is also committed to working in Good Relations with, and being held accountable by, First Nations, Métis and Inuit peoples.

Those who are engaged in equity, diversity and inclusion efforts at the University of Alberta must be attuned to the way in which settler privilege can be reproduced in the course of their work and seek guidance from *Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan*.

Acknowledgements

The authors of this report wish to gratefully acknowledge all of those who responded to our request to share their EDI stories with us. Thirty-three individuals, departments, units and faculties responded to our questionnaire and 23 people were interviewed. Additionally, we heard from other members of the University of Alberta's leadership team through email outreach. To all of those who contributed directly or indirectly to this document, we thank you.

To all of you who are labouring to identify spaces of inequity and who are working to remediate them, we see and appreciate the energy, thoughtfulness and heart you bring to making our university and the world a more equitable and just space.



Document Roadmap

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Dr. Evelyn Hamdon – Senior Advisor,
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Fulfilling a Promise through EDI

The benefits of working to advance equity, embrace diversity and be more inclusive are individual, institutional, cultural and societal. When we choose to support EDI, we are not only making a commitment to diversity over sameness, belonging over marginalization and flourishing over survival; we are also creating the conditions for a campus community that protects individual dignities and human rights, promotes institutional innovation and excellence, and fights societal injustice.

Part of a larger institutional commitment to cultivate a community where equity and diversity are fundamental to inclusive excellence, *Stories from the Field* captures the essence of the institution's many efforts to uplift the whole people. Guided by the *Strategic Plan for Equity, Diversity and Inclusivity*, the stories in the following pages build on the U of A's century-long history of innovation and risk-taking in the name of building a more inclusive institution, even as it is important to acknowledge that many were left out or excluded throughout these gains.



EDI HISTORY

- 1908**  The **U of A opens its doors**, providing education to women and men of any denomination.
- 1911**  **Decima Eveline Robinson** is the first graduate of the U of A.
- 1928**  President H.M. Tory makes the promise for the U of A to **"uplift the whole people."**
- 1977**  **Collège St. Jean** becomes a full faculty at the U of A, becoming Faculté Saint-Jean and in 2005 Campus Saint-Jean.
- 1980** **Student Support and Disability Services** is established.
- 1982** **Women in Scholarship, Engineering, Science, and Technology (WISEST)** is formed.
- 1990** The **Office of Human Rights** is formed.
- 1990**  **Archbishop Desmond Tutu** gives the U of A's inaugural Visiting Lecture in Human Rights.
- 2005**  The first **Associate Dean of Diversity** at the U of A is established (held by Dr. Margaret-Ann Armour).
- 2006**  The **School of Native Studies** becomes Canada's first Faculty of Native Studies.
- 2008** The Institute for **Sexual Minority Studies and Services** launches in the Faculty of Education, renamed Fyrefly Institute for Gender and Sexual Diversity in 2022.
- 2013** The **Department of Women's and Gender Studies** is established in the Faculty of Arts.

- 2017**  The **Equity, Diversity and Inclusion Scoping Group** is formed.
- 2018** The U of A develops its first **Canada Research Chairs EDI Action Plan**.
- 2019**  The U of A's **Strategic Plan for Equity, Diversity and Inclusivity** is released.
- 2019**  The position of **Vice-Provost (Indigenous Programming and Research)** is established (held by Dr. Florence Glanfield in the inaugural role).
- 2019** The U of A signs the **Dimensions Charter** in support of diversity research.
- 2019** The U of A conducts its first **Workforce Diversity Census**.
- 2020** The Board of Governors approves a major revision to the **Recruitment and Selection of Employees Policy Suite**.
- 2021** The U of A signs the **Scarborough Charter** on Anti-Black Racism and Black Inclusion in Canadian Higher Education.
- 2021** The U of A conducts its first Student Diversity Census.
- 2022**  The U of A launches **Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan**.
- 2022**  The position of **Vice-Provost (Equity, Diversity and Inclusion)** is established (held by Dr. Carrie Smith in the inaugural role).
- 2023** The Office of the Provost publishes **Stories from the Field: Reporting on Equity, Diversity, and Inclusion in Action**.

The purpose of *Stories from the Field: Reporting on Equity, Diversity and Inclusion in Action* is to build on the actions over the ensuing three academic years (from 2019/2020 - 2021/2022) and offer reflections on institutional actions over the past three years (2019/2020 - 2021/2022). The activities across campus, while varied, have done a great deal to advance EDI at the department, faculty and institutional levels. And while this report is intended to acknowledge and highlight those efforts, it is also intended to honour the struggles that are inherent within this work.

The information in this report should, therefore, be read as a reflection of many efforts and experiences. Not only does it detail the ways individuals have sought to embed the institutional principles of EDI into their work, the insights shared tell a story of key learnings, major successes, personal frustrations and institutional challenges. Collectively, these insights are intended to inform future strategies, policies and procedures as we seek to contribute to the long-standing promise to uplift the whole people by becoming a more diverse, equitable and inclusive institution.



A PROMISING EDI PRACTICE: Decolonizing the Graduation Process

During graduation, the Faculty of Nursing has a faculty pinning ceremony where they acknowledge the heritage of their Indigenous students using ceremonious pins offered by an elder.

The Provost's Office Commitment to EDI:

A Message from Dr. Verna Yiu — Interim Provost

The activities and stories in *Stories from the Field: Reporting on Equity, Diversity and Inclusion in Action* reflect a deep commitment to equity, diversity and inclusion. I am so impressed with the thoughtfulness, creativity and energy that students, faculty and staff bring to this work, and I know that these contributions will help to make the U of A more equitable, more inclusive and more diverse.

When I accepted the position of Provost one of my priorities was and continues to be to support, empower and enable action on EDI across our campuses. Please know you have my appreciation for all of this hard work and my support as we look to the work ahead. Together, we can cultivate an institutional culture that values, supports and promotes equity, accessibility, human rights, respect and accountability among faculty, staff and students.



Guiding Principles

“Everyone has a different EDI journey and the 8 principles of the *EDI Strategic Plan* have assisted us.”

In 2019, the University of Alberta introduced a four-year *Strategic Plan for Equity, Diversity and Inclusivity*. Outlining a number of goals and deliverables, the plan articulated a shared institutional commitment to an accessible, equitable and inclusive community of students, faculty and staff by embracing the following principles (see pp. 9-11):

EQUITY

Equity is about fairness in access to education and employment and in the opportunity to succeed in these domains. Employment equity principles, policies, and practices enable equitable access, representation, opportunities, and meaningful participation of socially diverse people—from the federally designated and other equity-seeking groups such as women, members of visible minority groups, Indigenous peoples, persons with disabilities, and LGBTQ2S+ people.

We recognize that policies, practices, informal processes, and language created by and for particular groups of people, with a default norm in mind, produce structural barriers that limit access and inclusion for other individuals and groups. Taking equity as a guiding principle means that the university will respect and value the differences of our members by actively identifying and removing barriers, including structural barriers, to ensure that historically excluded groups have the same opportunity to fully flourish at the University of Alberta.

DIVERSITY

Diversity refers to difference or variety. In a broad societal EDI context, diversity refers to demographic or identity diversity, including that based on the protected grounds. Within universities, diversity encompasses these, as well as difference or variety in education, perspectives, opinions, heuristics, disciplines, faculties, skills, and learning opportunities. The University of Alberta supports and encourages diversity through the identification and removal of barriers and biases, and the creation of workplaces and learning environments that are free of harassment and discrimination.

INCLUSION

Inclusion means that we value and cultivate full and meaningful engagement of historically and structurally excluded individuals and groups. Inclusion refers to enabling all individuals on our campuses to fully enjoy the opportunities the university has to offer, and to have all equity seeking groups meaningfully represented in all aspects of university life and decision-making roles university wide.

HUMAN RIGHTS

Every person, by virtue of being human, is entitled to certain fundamental rights regardless of race, colour, ancestry, place of origin, religious beliefs, gender, gender identity and gender expression, physical disability, mental disability, marital status, family status, sexual orientation, age, political beliefs, and any other protected ground as amended over time. Each person is entitled to a life of dignity, equality, and respect, free from discrimination, harassment, and bullying. The university's commitment to human rights is reflected in its policies and practices, as well as the supports it makes available to the members of its community.

EQUALITY – SUBSTANTIVE

The University of Alberta embraces a substantive approach to equality—this means that achieving equality is not only a matter of treating likes alike (formal equality), but also requires us to consider and address the range of conditions that create experiences of disadvantage for some individuals and groups. We consider the full context and impacts of our practices and processes, recognizing that these may be experienced differently by different individuals and groups.

INTERSECTIONALITY

An intersectional approach to equity, diversity, and inclusion begins from the understanding that the different vectors of social diversity, (race, class, gender, sexuality, disability, nationality, religion, language, age, etc.) do not exist separately or in isolation from each other. Instead, the various vectors of social diversity are interwoven and affect each other. Intersectionality focuses on how multiple, interwoven vectors shape social belonging, cultural representations, social and political institutions, as well as the material conditions of our lives in ways that are not reducible to any singular vector or social category. Initially developed by women of colour seeking to understand how their existence and experiences of marginalization could not be reduced to gender or racial categorization alone, today we understand that everyone's life is shaped by intersecting social categories. Intersecting social categories play a role in exclusion and shape social, political, and material marginalization and dominance. Experiences and systems of persistent social inequality cannot be understood without an intersectional framework.

ACCESSIBILITY

Accessibility refers to the degree to which physical, pedagogical, and administrative structures of the University of Alberta are (re)designed to enable the full, meaningful, and equitable engagement of all of the university's community members. Accessibility includes, but is much broader than, ramped access to buildings. It also includes, for example, designing for physical, financial, sensory, social, and language-level access. Whereas accommodation refers to making specific changes to support the full participation of an individual who has encountered barriers, an accessible campus is one that seeks pro-actively to reduce as many barriers as possible, while creating efficient and transparent processes for individuals to gain the accommodations they require and are entitled to by law.

RECONCILIATION WITH INDIGENOUS PEOPLES

Reconciliation refers to a process of building and sustaining respectful, ethical relationships between Indigenous peoples and the rest of Canada based on mutual understanding and respect. Universities across Canada have responded to the Truth and Reconciliation Commission's 94 Calls to Action in ways relevant to their institutional context. The University of Alberta has responded with an emphasis on capacity building and foundational change in support of Indigenous initiatives, programming, and personnel with a vision for making the U of A a welcoming place for Indigenous students, faculty, and staff. The university's EDI initiatives will endeavor to support the principles of the Indigenous strategic plan and prioritize cross-collaboration with it.

Each of these principles are underpinned by respect for the dignity, rights and full participation of those who live, work and learn within the university. Collectively, these principles have informed the stories of EDI shared throughout this document.

A PROMISING EDI PRACTICE:

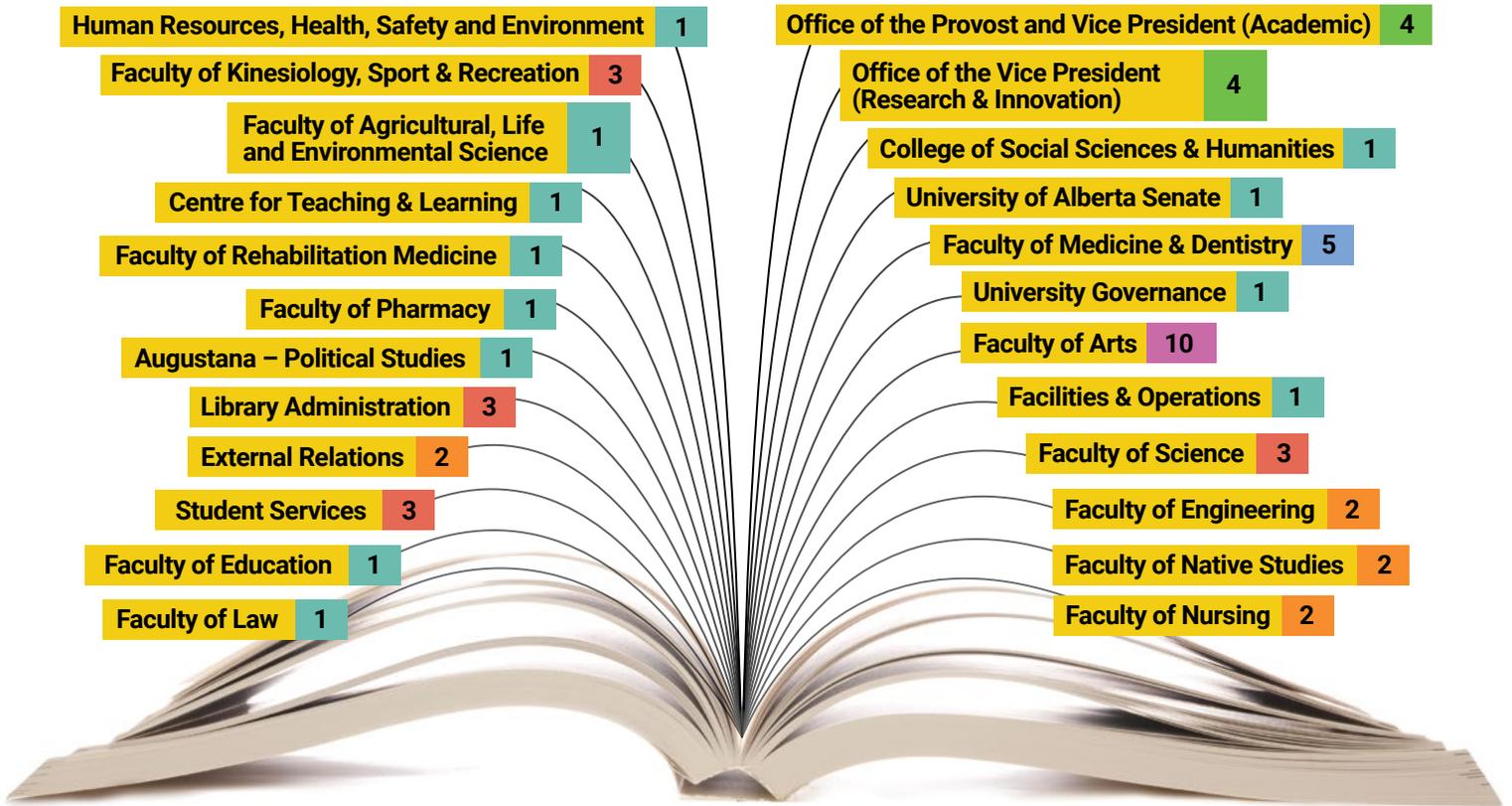
Acknowledging Land and Peoples

Indigenous flags will be erected in strategically visible places across the U of A campuses for a visual acknowledgement of land and peoples of this place.

Gathering Stories of EDI

The information and stories shared throughout this document were gathered over the course of two years. In 2021, a series of interviews were conducted with 23 staff and faculty members. Throughout these interviews, individuals shared their experiences with advancing EDI, discussed key initiatives, and offered a number of theoretically grounded suggestions for becoming a more equitable, diverse and inclusive campus.

The following year, the Office of the Provost developed and circulated “Equity, Diversity and Inclusion Across Campus: A Questionnaire”. Reflecting on the outcomes identified in the 2019 *Strategic Plan for Equity, Diversity, and Inclusivity*, the questionnaire was designed to gather specific information about the EDI landscape in faculties, departments, portfolios and units. A total of 24 institutional areas were represented in the responses.



Collectively, the information from both the interviews and the questionnaire provides the foundation for this report. Not only do insights shared highlight a number of instrumental activities, major successes, key learnings and institutional challenges, they also paint a picture of where we are in relation to our strategic goals, and help to set a course for a more equitable, diverse and inclusive future.

Introducing the Stories

A Message from Dr. Evelyn Hamdon — Senior Advisor, Equity and Human Rights

The stories that follow reflect the creativity, thoughtfulness, and commitment of those who are leading, championing and doing work related to equity, diversity and inclusion across our campuses. It is by no means an exhaustive accounting of EDI activities, but rather represents the breadth and depth of activities ongoing at the University of Alberta. We have organized the stories to broadly reflect where they originate, however, given the nature of the University — wherein people often collaborate — these demarcations are not neat, and nor do they need to be. We did our best to make sense of where the work was emanating from — but tracing the effects were beyond the scope of this project.

The first section of *Stories from the Field* outlines the institutional actions and activities that have been undertaken in each area of the *Strategic Plan for Equity, Diversity and Inclusivity* and includes activities and initiatives that were or are, generally speaking, led by administrative units and portfolios, such as those within the Office of the Provost (including the Centre for Teaching and Learning), the Office of the Vice-President for Research and Innovation, University Services and Finance, External Relations, and Facilities and Operations.

The second section of *Stories from the Field* summarizes the stories shared by EDI leads and champions working in departments, faculties, departments and units. Most people observed that the Strategic Plan was a useful framework for mapping and shaping their work. That being said, the stories shared reflect the ways differing priorities were influenced by available resources. They also highlight the range of work that has been accomplished — from capacity building activities (such as workshops) to ambitious action plans with specific goals and accountabilities. But most importantly, what all of the stories emphasize is a commitment by members of the University of Alberta to take action, to make a contribution.

It is important to note that the work and experiences presented in both of these sections does not capture all

activities related to equity, diversity and inclusion, nor does it represent all of the experiences of those who continually champion this work. As such, it should not be read as a comprehensive picture of our institutional successes and challenges. Instead, the document should be read as an institutional snapshot: one intended to contribute to a collective understanding of where we are in relation to where we want to be.

The past few years have been deeply challenging and yet folks have continued to find ways to keep us moving towards our vision of being an equitable and meaningfully inclusive community. I have witnessed people working generously, collaboratively and with deep sensitivity and courage. It has been an honour to work alongside you. I have been inspired and moved.

Thank you, all for your care, for your commitment, for your solidarity.

Onward!

A PROMISING EDI PRACTICE: Diversifying the Professoriate

As part of its ongoing commitment to EDI, the University of Alberta committed to diversifying the institution's professoriate by hiring twelve Black Scholars in the following faculties:

- Faculty of Arts
- Augustana Campus
- Campus Saint-Jean
- Faculty of Education
- Faculty of Engineering
- Faculty of Kinesiology, Sport, and Recreation
- Faculty of Law
- Faculty of Nursing
- School of Public Health
- Faculty of Science
- Faculty of Rehabilitation Medicine



Section One: Institutional Actions and Activities

“The collective commitment to the *EDI Strategic Plan* has kept EDI at the forefront of our planning and decision making processes. This has provided the lens from which we view many of our actions and I am very glad to see that EDI is becoming embedded into our collective consciousness.”

Section One: Institutional Actions and Activities

Continually striving to fulfill our institutional commitment has been a collective effort. Beginning in 2019, EDI has been woven into the fabric of our culture across the entire institution. Largely guided by the *Strategic Plan for Equity, Diversity and Inclusivity*, the majority of these efforts have contributed to one of five institutional themes:

1.

VISION AND LEADERSHIP

The university's leadership, communications, and statements about itself reflect a high-level, consistent and reliably strong commitment to EDI.

2.

RESEARCH, TEACHING, AND PUBLIC SERVICE

Faculty are encouraged to do, and are recognized for, work that thoughtfully and rigorously incorporates or contributes to equity, diversity and/or inclusion.

3.

WORKFORCE

The university's commitment to EDI is reflected in the 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 needed to contribute to equity and inclusion.

4.

STUDENTS, (RESEARCH) TRAINEES, AND STUDENT LIFE

The U of A's students, trainees, and post-doctoral fellows are provided with equitable access to: disciplines of study and scholarly opportunities; the study and dissemination of knowledge about EDI; an environment attentive to, and that addresses, barriers to inclusion, access and success (especially of historically excluded groups).

5.

CLIMATE

The university strives to create an equitable and inclusive environment and culture for all members of its community.

Documented in the following pages are the institutional actions and activities (i.e., those led by members of senior leadership) that have been initiated or completed in each of the five themes.

I. VISION AND LEADERSHIP

THEME GOAL	The university's leadership, communications, and statements about itself reflect a high-level, consistent and reliably strong commitment to EDI.
<p>Institutional Actions and Activities</p>	<p>Office of the President</p> <ul style="list-style-type: none"> • Signed the Scarborough Charter on anti-Black racism and Black inclusion. • Undertook the Black Faculty Excellence Cohort Hire in concert with the Academic Deans and the Office of the Provost. <p>Office of the Provost – EDI</p> <ul style="list-style-type: none"> • Prepared <i>Stories from the Field: Reporting on Equity, Diversity and Inclusion in Action</i>. • Undertook preliminary consultations for a future iteration of the <i>EDI Strategic Plan</i>. • Continued to play a leadership role in EDI across the post-secondary landscape through membership and executive leadership in Canadian Association for the Prevention of Discrimination and Harassment in Higher Education (CAPDHHE). • Facilitated the EDI Leads Network and Scoping Group. <p>Office of the Provost – Vice-Provost Indigenous Programming and Research</p> <ul style="list-style-type: none"> • Completed and launched the Indigenous-led <i>Braiding Past Present and Future: The University of Alberta's Indigenous Strategic Plan</i>. <p>Office of the Vice-President External Relations</p> <ul style="list-style-type: none"> • Created position of Partner, Communications and Marketing; Faculty Native Studies and Equity, Diversity and Inclusivity. • Revised Style Guide using an EDI lens. • Engaged in educational activities that include training provided by Dr. Toni De Mello and the formation of a book club.

2. RESEARCH, TEACHING, PUBLIC SERVICE

THEME GOAL	Encourage and recognize faculty members for the carrying out research, teaching and public (academic) service work that thoughtfully and rigorously incorporates or contributes to equity, diversity and/or inclusivity.
<p>Institutional Actions and Activities</p>	<p>Office of the Vice-President for Research and Innovation (OVPRI)</p> <ul style="list-style-type: none"> • Created and filled a dedicated Indigenous Initiatives and EDI position: Program Officer, Indigenous Initiatives and Equity, Diversity, and Inclusion. • Revised terms of reference for all OVPRI awards and prizes through an EDI lens. • Created the Indigenous Engaged Research Grant. • Developed targeted postdoctoral awards for Indigenous and Black Scholars. • Identified and addressed challenges with appropriate remuneration (honoraria) and culturally appropriate gifts within the university context. • Supported the Black Faculty Excellence Cohort Hire initiative by contributing to workshops in advance, organizing welcoming reception and offering OVPRI research orientation. • Completed training for Chiefs of Staff (for others ongoing) in the Fundamentals of OCAP training course to better understand First Nations sovereignty; standing for ownership, control, access and possession, OCAP® is a tool to support strong information governance on the path to First Nations data sovereignty. • Contributions to Canada Research Chair EDI action plan as well as oversight of the CRC program and monitoring. • Implementation of the Canada Research Chair and Canada Excellence Research Chairs equity plans and targets. • Membership on Indigenous Research Strategies Taskforce, established by Vice-Provost (Indigenous Programming and Research). • Developed EDI and Research resource for researchers (launch January 2023). <p>Office of the Provost – Learning Initiatives</p> <ul style="list-style-type: none"> • Released report of the Equity, Diversity & Inclusivity Review of Teaching Awards Working Group. • Launched COVID-19 Remote Teaching Awards pilot following recommendation of the Working Group.

2. RESEARCH, TEACHING, PUBLIC SERVICE, CON'T

<p>Institutional Actions and Activities</p>	<p>Office of the Provost – Centre for Teaching and Learning (CTL)</p> <ul style="list-style-type: none"> • Hired two Lead Educational Developers: 1) Indigenizing Curricula and Pedagogies, and 2) Critical Pedagogies and EDI. Work underway for additional positions in the areas of access, Indigenous curriculum, and anti-racist pedagogies. • Decolonized job postings, interview questions, and negotiation processes, which have since been modeled by Teaching Centres across the country. • Hosted the first-ever student keynote conversations on Accommodation and Proactive Design during the 2022 Festival of Teaching and LearningL “(Re)Imagining Post-Pandemic Pedagogies.” • Developed and launched 8-part EDI webinette series. • Hosted a series of kitchen table conversations and land-based sessions at Augustana. • Continued work on linguistic justice. • Continued involvement with the Educational Developers Network of Alberta. <p>Office of the Provost – Library</p> <ul style="list-style-type: none"> • Developed “Equity, Diversity, & Inclusivity Subject Guide” for faculty, staff and student use, including foundational resources and further reading.
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3. WORKFORCE (FACULTY AND STAFF)

<p>THEME GOAL</p>	<p>The university’s commitment to equity, diversity and inclusivity is reflected in the recruitment, retention and advancement of faculty and staff which sees all faculty and staff prepared to work in a diverse environment and to have the knowledge and skills necessary to contribute to equity and inclusivity.</p>
<p>Institutional Actions and Activities</p>	<p>Office of the Provost – EDI</p> <ul style="list-style-type: none"> • Engaged in research on EDI in teaching awards and recruitment processes. • Provided training, consultation and developed supplementary educational and informational resources on EDI in recruitment processes. • Provided training to support the integration of an EDI lens into Faculty Evaluation Committee processes. • Provided training on EDI for those involved in the adjudication of awards and scholarships.

3. WORKFORCE (FACULTY AND STAFF), CON'T

Institutional Actions and Activities

- Coordinated training for selection committees involved in the Black Faculty Excellence Cohort Hire initiative.
- Supported the integration of EDI into training offered by other units and portfolios such as Human Resource Health Safety and Engagement, the Faculty of Graduate Studies and Research, and External Relations.

Office of the Provost – Dean of Students

- Formed a staff-facing Dean of Students EDI Working Group to progress knowledge and practices and develop initiatives (programming, events, workshops, data collection and data analysis).
- Engaged in initiative involving University of Alberta Athletics staff aimed at developing female sport administrators and coaches through a targeted Canadian University Sport Administration Certificate program.

Office of the Vice-President University Services and Finance – Performance, Analytics and Institutional Research

- Completed the 2019 Workforce Diversity Census and developed a communications strategy around the public release.

Office of the Vice-President University Services and Finance – Human Resources, Health, Safety and Environment (HRHSE)

- Conducted needs assessment on Indigenous Initiatives (II) and equity, diversity and inclusion (EDI) (internal to HRHSE).
- Adoption of an HRHSE II & EDI Commitment.
- Establishment of an II and EDI working committee.
- Creation of a specialized II and EDI portfolio.
- Embedded the practice of Land Acknowledgments in key meetings.
- Creation and launch of “Inclusion Awareness Moments.”

Office of the Vice-President University Services and Finance – Shared Services

- Produced “A Common Approach to Working Together.”
- Integrated II and EDI into the unit’s Strategic Plan.
- Engaged in community initiatives: staff work to support the community within which they work (Boyle Street Co-Op).
- Worked to create safe, healthy and inclusive spaces for staff, students and visitors with the Building Operations Committee.

4. STUDENTS, (RESEARCH) TRAINEES, AND STUDENT LIFE

<p>THEME GOAL</p>	<p>While fostering an environment that is attentive to – and that addresses – barriers to inclusion, access, and success, the university strives to provide its students, trainees, and postdoctoral fellows with equitable access to disciplines of study and scholarly opportunities, including the study and dissemination of EDI knowledge.</p>
<p>Institutional Actions and Activities</p>	<p>Office of the Provost – Dean of Students</p> <ul style="list-style-type: none"> • Created and filled the position Student Coordinator – Equity, Diversity and Inclusivity to create and enhance programming and education on EDI. • Initiated work on a campus-wide assessment to address the Black Student Collective’s Calls to Action for race-based data on experiences with and access to student services. • Coordinated and provided supports and services through the Student Equity & Accessibility Facilitation Team to remove access- and equity-related barriers or restrictions to students’ academic and campus participation; projects included event/program accessibility checklists and planning, trans-identifying student supports, classroom accessibility challenges, human rights education, policy and procedure review. • Consulted with campus communities on incorporating EDI in orientation activities and content, including improved accessibility, resources and programming for those student populations not currently engaged with orientation. <p>Office of the Vice-President University Services and Finance – Performance, Analytics and Institutional Research</p> <ul style="list-style-type: none"> • Completed the 2021 Student Demographic Diversity Census with upcoming communications strategy and public release of report.

A PROMISING EDI PRACTICE:

Respecting Pronouns

The Faculty of Pharmacy introduced a pronoun pin campaign. Led by student leaders, this pin campaign is intended to foster a safe and more inclusive learning environment.

Section Two: Learnings from the Field

“I have been both surprised at the openness of many to engage in discussion and actual work with EDID as the focus. But I am also surprised at how difficult it is to dislodge long-held biases or to even make them evident in various parts of our University operations.”

Section Two: Learnings from the Field

While the stories we heard from individuals championing EDI work were unique to their institutional areas, the harmonies and commonalities across faculties and departments were much more apparent than the distinctions and differences. As demonstrated in the following pages, key messages were shared in eight separate, yet interrelated, areas: 1) Leadership Portfolios and Structures; 2) Collection of Data; 3) Local Plans and Strategies; 4) Evaluation and Reviews; 5) Teaching and Research; 6) Training and Education; 7) Collaboration and Engagement; and 8) Institutional Barriers. Individuals working in different faculties and departments also shared similar accounts of their area's successes and learnings. These accounts are also summarized in the following pages.

1. LEADERSHIP PORTFOLIOS AND STRUCTURES

KEY MESSAGE:

Structures to advance EDI are varied and reflect available resources and local priorities.

Across campus, the structures that enable the work of EDI to continue, are varied. This appears to reflect local resources (and perhaps lack of resources) as well as preferences.

In some cases, formal investments in senior leadership positions have been made (e.g., Director of EDI, Associate Dean, Engagement and EDI) or the EDI portfolio has been added to existing leadership positions (e.g., Assistant Dean).

In other cases, committees have been struck with membership being voluntary and guided by individual interest in and commitments to EDI.

"We are appointing a Director of EDI for the Faculty effective September 1st and the individual in this role has been serving as special advisor to the Dean since February."

"A Faculty EDI committee with representatives from each department was created in 2019, and is formally being written into faculty committee documentation in 2022."

2. COLLECTION OF DATA

KEY MESSAGE:

We need varied processes to collect usable EDI data.

Whether using data available through the Performance, Analytics and Institutional Research (PAIR) portfolio or locally collected data, it is clear that there is an appreciation of and a desire for good data to inform EDI plans and priorities and to track growth and ensure accountability.

The university has undertaken two diversity surveys: one for staff and one for students. At the time of this writing the student survey results had not been released but it was clear that the Census Results for Equity, Diversity, and Inclusivity is valued and used by faculties and departments. This data is used, for example, to track demographic diversity and to aid in decision-making processes.

Other faculties and departments have also developed tools and processes to gather information about both employees and students to support localized priority setting (with respect to EDI), to enhance admissions and recruitment processes and to monitor progress on student and faculty diversity. These local data collection initiatives reflect the desire to establish baselines to track diversity within individual faculties and departments.

“We have relied on data collected centrally to assist us in our EDI decision-making and monitoring of progress. This data includes information in the Acorn data warehouse, and the results of the workforce diversity census. I am eagerly awaiting the release of the student demographic diversity census, and administration of the Inclusivity survey.”

“We’ve instituted a survey for applicants at the Faculty level to get a sense of who is applying and plan to institute the same survey for admitted students to determine who is admitted. This information will be used to inform our admissions processes to identify whether there are patterns of equity-seeking individuals not being admitted into our professional programs.”

3. LOCAL PLANS AND STRATEGIES

KEY MESSAGE:

Local EDI plans are necessary to reflect the depth and breadth of situated priorities.

Individuals and groups working at the level of units, departments, faculties and portfolios are developing EDI plans that are guided by the strategic directions but which address 'local' priorities and concerns.

Some examples of local priorities include:

- Reviewing hiring, recruitment and adjudication practices and policies.
- Updating student accommodation policies and processes.
- Developing strategies for student recruitment.
- Integrating wise EDI practices into curriculum development and pedagogies.

“[In our] 4-year EDI Strategic Roadmap... [w]e have outlined activities in hte areas of admissions, curriculum, individual learning, etc.”

“[We] created an action plan that includes: hiring more black professors; ensuring safe spaces for equity denied students; implementing an anti-oppressive education course in our undergraduate program; ensuring the selection processes for hiring new faculty members are informed by EDID; decolonizing curriculum; ensuring clear pathways for students to report experiences of racism or inequity.”

A PROMISING EDI PRACTICE:

EDI in STEM

An NSERC funded PromoScience project provides Augustana teachers working in Sciences, Technology, Engineering and Medicine (STEM) with training related to Indigenous knowledges.

4. EVALUATION AND REVIEWS

KEY MESSAGE:

Despite many individual units, departments, faculties and portfolios having examined various activities and processes using an EDI lens, reporting is not yet systematized.

From the activities reported on, it is clear that a great deal of review work has been undertaken. These include reviews of current practices as well as reviews of EDI plans. These reviews are being used to inform decision-making and future planning.

Additionally, these review activities are being used to ensure that an EDI lens is being applied to important areas of their work.

A system for reporting will help to create a more fulsome picture of where we are with respect to our institutional and local goals.

“We are currently reviewing our Faculty’s committee policies and structures with an EDI lens, including our hiring procedures and spousal hiring procedures.”

“We do a yearly review of the actions taken on our strategic roadmap and see what kind of progress we’ve made in that regard.”

“All department standing committees are required to review and revise their TOR in order to ensure that all departmental activities are conducted in accordance with EDI best practices.”

5. TEACHING AND RESEARCH

KEY MESSAGE:

While the importance of EDI in research and curriculum design was noted in plans and priorities, more support (both centrally and locally) is required.

There seems to be a general awareness of the need to integrate EDI into both teaching and research. The impetus for this new focus, while varied, has come largely from Tri-Council requirements as well as the need to respond to the 2019 *Strategic Plan for Equity, Diversity and Inclusivity*.

Across campuses, faculties and departments are working to support staff and trainees as they develop their capacities to integrate EDI, in meaningful ways, into their teaching and research programs. Examples of how this is being done include mentorship programs, targeted hires and the development of guides and workshops.

The guidance that has come as a result of the 2019 *Strategic Plan for Equity, Diversity and Inclusivity* is appreciated and valued. That being said, more is needed to ensure EDI is systematically integrated into the teaching and research ecosystems at large.

“Preparing the EDI section for research proposals for the tri-council granting agency has been of particular interest, and early efforts have focused on this. Incorporating indigenous perspective into teaching has also been of interest, and this is an objective for the next academic year.”

“We have hosted an ‘EDI seminar’ series open to all members of the university, which has covered training on various EDI topics, such as how EDI can be incorporated into research and teaching.”

“Lack of administrative and budget support for ongoing EDI initiatives precludes us from making significant progress in developing EDI resources.”

6. TRAINING AND EDUCATION

KEY MESSAGE:

A variety of EDI resources and initiatives have been developed, hosted and circulated; but more support is needed to ensure high quality opportunities are available in all areas of the institution.

Individuals and groups working at the level of units, departments, faculties and portfolios have invested in a number of educational resources and opportunities. Examples of these efforts include the development of a variety of EDI resources including toolkits, guides, templates and checklists as well as the implementation of a number of EDI workshops, dialogues, seminars and reading groups.

The investments that have been made have indeed increased the EDI knowledge and proficiency of many individuals across campus. However, more support is needed to ensure high quality resources and learning opportunities are available to individuals in all units, departments, faculties, and portfolios.

“We host a series of talks/ speakers focussed on EDI and invite members of our community to participate in reading groups with texts that focus specifically on EDI commitments, including challenging settler colonialism.”

“We have created a website where lists of resources and information are provided for Faculty and students. We also regularly disseminate resources for course delivery and integration of EDI-II principles and have had monthly roundtable discussions on teaching and integration of EDI principles.”

“We would like to modify our website to have [EDI] materials available to our Department members, but we have limited capacity to do this at this point given.”

7. COLLABORATION AND ENGAGEMENT

KEY MESSAGE:

Internal and external partnerships have been instrumental in advancing EDI.

Whether engaging with other members of the University of Alberta or partnering with organizations and groups beyond the institution, individuals and groups working at the level of units, departments, faculties and portfolios continue to develop a variety of mutually beneficial partnerships in order to advance various EDI related priorities.

These mutually beneficial forms of engagement, while unique to each area, have resulted in a variety of new community-based partnerships, the development of innovative courses and resources and participation in a number of knowledge-sharing networks and mechanisms.

“We have been collaborating with a local NGO to increase our uptake of Indigenous/ Métis students. These groups are underrepresented in the undergraduate and graduate student bodies, as well as in the academic personnel.”

“We are part of the Educational Developers Network of Alberta and I am the EDI Coordinator with over 90 post-secondary institutions collaborating in developing and sharing EDI resources.”

“We co-created INT D 222 Indigenous Health with Native Studies about 5 years ago. This is a required course for all of the students in our undergraduate programs.”

8. INSTITUTIONAL BARRIERS

KEY MESSAGE:

A number of structural and interpersonal barriers still exist for those championing EDI.

While progress has been made, barriers still exist that prevent some areas from achieving significant changes.

The barriers that staff and faculty members discussed were a lack of financial resources and human capacity, contradictory policies and processes (e.g., collective agreements, hiring policies), and resistance from others – ranging from unsupportive leadership to bullying by other faculty members.

“We would like to enhance our support to these critical initiatives, but current resourcing is proving presently limiting.”

“Some leaders fully supported initiatives, while others did not, so implementation was inconsistent and results were inconsistent.”

“The barriers we have encountered include Collective Agreement constraints, individual and program resistance and in some instances, bullying by faculty members of those who are seeking to move the work forward.”

A PROMISING EDI PRACTICE: Decentering Eurocentric Knowledges

In the Department of Political Science, there is consistent support for pedagogy and curriculum content in critical race theory, feminism, disability studies and Indigenous politics among a wide range of instructors.

SUCCESSSES AND LEARNINGS

In order to fully appreciate the successes and learnings that are shared throughout the following pages, it is important to emphasize the context in which our collective EDI actions and activities have taken place.

Only months after the *2019 Strategic Plan for Equity, Diversity and Inclusivity* was launched, a global pandemic was declared, forcing the University of Alberta, like all universities across the country, to not only adhere to a set of public health mandates, but also engage in a series of conversations about the benefits and harms of the application and removal of these mandates. During this time, there were also events that led to a ground-swell of support for anti-racist movements. Throughout 2021, for example, a number of campus-based initiatives sought solidarity with the Muslim and Asian communities by condemning the Islamophobia and anti-Asian racism that was sparked by the pandemic.

“While it is important to acknowledge the hardships and heartaches of the past few years, they must not overshadow the successes and learnings that have happened simultaneously.”

Around the same time, a number of ongoing violences inflicted by colonial institutions were coming to the fore. The violent murder of George Floyd resulted in a commitment to meaningful actions to address anti-Black racism and to promote Black inclusion through the development and signing of the Scarborough Charter. Similarly, the uncoverings of mass graves at residential schools across the country forced post-secondary institutions – and indeed all of Canada – to not only acknowledge the harmful legacy of colonial education systems, but also publicly renew their commitments to the Truth and Reconciliation’s Calls to Action. Add to this a growing awareness of campus-wide accessibility issues, as well as an institutional restructuring that resulted in a range of workforce disruptions and other individual and systems-level consequences, and it is easy to see how this rare combination of events resulted in what one respondent referred to as “a perfect storm.”

The development of this “perfect storm” did indeed create and/or uncover a number of ongoing crises and everyday challenges. It was, however, also the catalyst for a number of the collective EDI actions and activities reported in the previous pages. Therefore, while it is important to acknowledge the hardships and heartaches of the past few years, they must not overshadow the successes and learnings that have happened simultaneously. It is for this reason that we end this section by highlighting the EDI successes and learnings shared by those who championed a series of EDI actions and initiatives despite it all.

GREATEST SUCCESSES

“a genuine desire to create a culture among students and staff that embeds EDI into all levels of our teaching, research and service”

When asked to describe their greatest EDI success, the majority of respondents discussed two cultural shifts. The first was an overall awareness of the need for EDI training and initiatives. Rooted in an acknowledgement that our institutional processes and practices privileged some groups more than others, this awareness created what one respondent referred to as *“a genuine desire to create a culture among students and staff that embeds EDI into all levels of our teaching, research and service.”*

The second cultural shift was a commitment by those in positions of power to invest in the people, structures and processes required to realize the goals articulated in the *Strategic Plan for Equity, Diversity and Inclusivity*. Credited for both their *“energy and knowledge”*, these leaders *“built trusted relationships with other leaders and advocated for EDI...creating a lot of momentum.”*

Faculties and departments that were committed to *“embedding EDI”* within their overall culture also shared a number of successes in four primary areas.

“showcasing of research exploring questions that intersect with issues of Equity, Diversity and Inclusion”

1. Teaching and Research

For some faculties and departments their greatest successes came in the areas of teaching and research. In the context of teaching, some areas suggested *“academic programs”* and *“teaching spaces”* were their greatest success. In other areas of the institution, research-specific activities such as the *“increased awareness...about the great potential of women as researchers”*, the *“showcasing of research exploring questions that intersect with issues of Equity, Diversity and Inclusion”* and *“incorporating EDI into grants”* were the most celebrated EDI activities.

“incorporating EDI into grants”

A PROMISING EDI PRACTICE: Decentering Eurocentric Knowledges

The Faculty of Kinesiology, Sport and Recreation has made a commitment to deep accessibility in a variety of ways. Physical spaces have been designed and/or retrofitted for disabled students and instructors. Change rooms and washrooms are also gender inclusive and deeply accessible.

“webinette series based on the 8 EDI Principles from the EDI Strategic Plan”

“our most visible success would be recently increasing diversity of our faculty complement and of our student body”

“our students have worked together with faculty members to add important content to the curriculum... They’ve pushed for more diverse student engagement in the governance of our program and currently have broader representation on our curriculum and admissions committees”

2. Training and Education

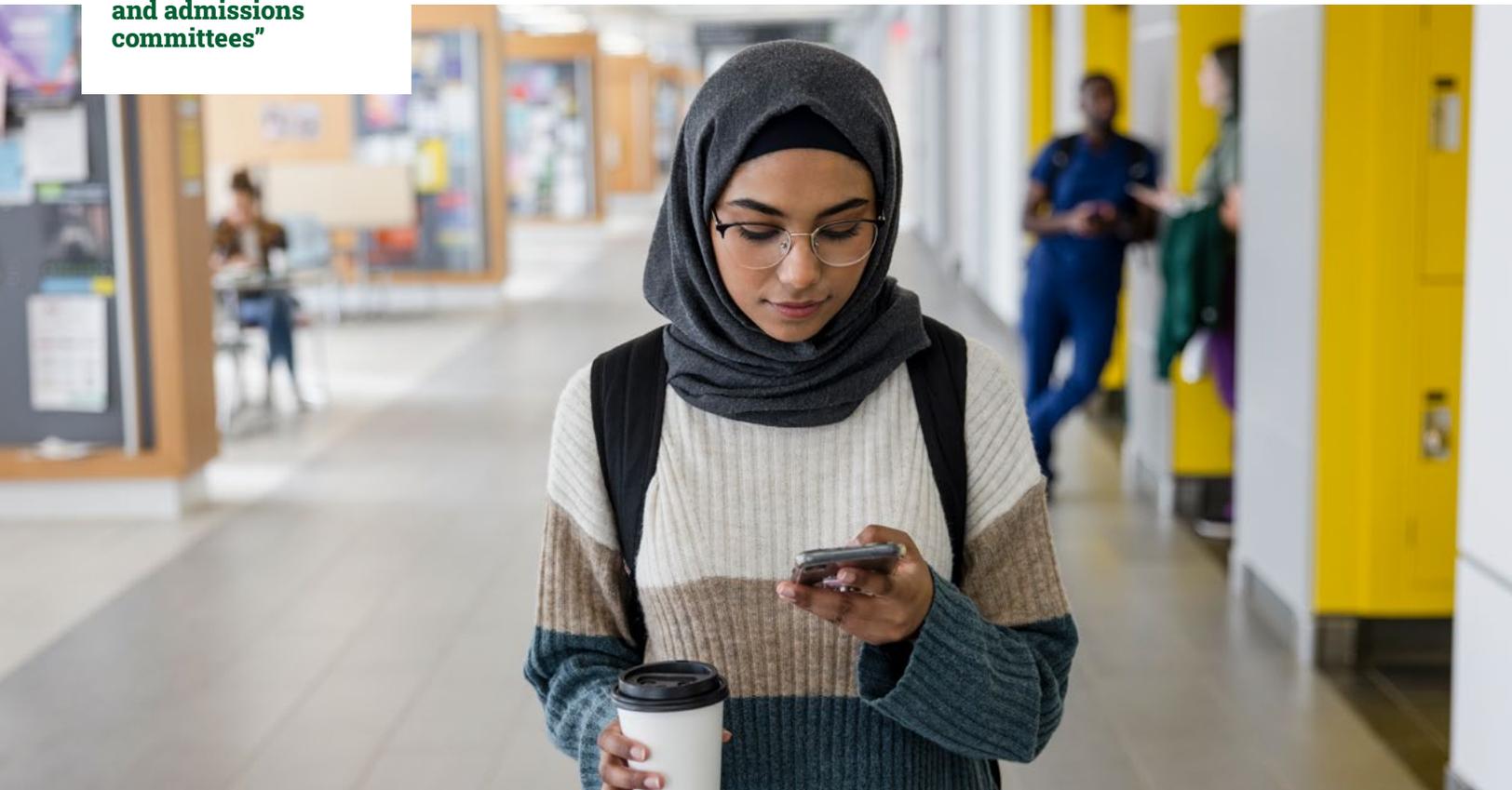
As demonstrated in the previous section, faculties and departments have successfully developed and shared a variety of EDI related workshops, tools and resources. In some areas of the institution, these educational opportunities were described as being their greatest success. Some examples include, a *“webinette series based on the 8 EDI Principles from the EDI Strategic Plan”* and *“EDI statements in syllabus templates.”*

3. Hiring and Recruitment

Faculties and departments that were successful in this area reported increases in the diversity of staff and students. For example, when asked about their EDI successes one respondent shared *“our most visible success would be recently increasing diversity of our faculty complement and of our student body.”* Similarly, a second respondent suggested their new hiring practices were *“amazingly successful”* because they were now *“done with full EDI compliance and education.”*

4. Collaboration and Engagement

For some faculties and departments their greatest successes were their ability to work with other areas of the institution and/or members of the student body. Within these areas, collaboration with *“other faculties”* the *“EDI scoping group”* and the *“EDI Faculty Leads Group”* were the most celebrated EDI activities. In other areas of the institution, *“working with the student body to foster a safer and more inclusive learning environment”* was considered their greatest success. Some of the ways faculties have engaged with students was articulated by one respondent who wrote, *“Our students have worked together with faculty members to add important content to the curriculum... They’ve pushed for more diverse student engagement in the governance of our program and currently have broader representation on our curriculum and admissions committees.”*



IN WHAT AREA(S) DO YOU FEEL YOUR EDI EFFORTS HAVE BEEN MOST IMPACTFUL?

Respondent #	Overall Culture	Hiring and Recruitment	Teaching	Research	Awareness	Approach to Services	Academic Program Evaluation
1		●					
2				●			
3		●					
4		●	●	●			
5	●	●	●	●			
6	●	●	●	●			
7	●	●					
8	●	●	●	●			
9	●	●	●				
10	●		●				
11	●	●					
12	●						
13							
14	●	●					
15	●	●	●	●			
16	●						
17	●	●	●	●			
18	●	●	●	●			
19	●						
20	●					●	
21		●			●		
22	●					●	
23	●						
24	●		●	●			
25	●				●	●	
26	●				●	●	
27		●					
28							●
29	●	●			●	●	
30	●				●		
31	●		●	●			
32	●		●	●	●	●	●
31		●	●	●	●		

*This question was included the *Equity, Diversity and Inclusion Across Campus: A Questionnaire*. It was a multiple choice question.

KEY LEARNINGS

As we look toward building a more equitable, diverse and inclusive future, it will be important that we continue to learn from our past. Listed below are eight learnings shared by those who have been championing EDI over the past few years. Based on their personal experiences with EDI, these eight items not only summarize key learnings from their past activities, they also offer us a checklist that can be used to hold ourselves to account as we continue to engage in the complicated and complex work of EDI.

EDI A CHECKLIST FOR THE FUTURE

- EDI work must acknowledge that universities are colonial institutions marked by whiteness.
- EDI work must account for the lived experiences of exclusion, harm and oppression.
- EDI work requires a commitment to (un)learning and humility.
- EDI work is labour intensive and requires stamina.
- EDI work is often exhausting and alienating.
- EDI work needs to be valued by and integrated into all areas of the institution.
- EDI work requires dedicated resources.
- EDI work requires institutional accountability.

Imagining a More Equitable, Diverse and Inclusive Future:

A Message from Dr. Carrie Smith —
Vice-Provost (Equity, Diversity
and Inclusion)

The University of Alberta is a top teaching and research destination for scholars and students worldwide. The stories and actions collected in this report speak to our collective recognition that to remain excellent, we must break patterns that serve to replicate the status quo by benefiting some and excluding others. Universities are colonial institutions marked by white supremacy. This fact runs through all past, current and future challenges for the University of Alberta. But addressing this is also our greatest opportunity. EDI efforts demand concerted change with the work threaded throughout all activities, supported by investment in good structures and infrastructures and the accountability of leadership. I am deeply impressed by how members of our university have not only taken these commitments to heart, but have advanced innovative plans and actions despite the personal losses, daily challenges and disruptive transformations that the last few years have thrown our way. *Stories from the Field* not only captures and celebrates these actions in their individual and unique plurality, but the report also tells an exceptional story of collective effort to which I am honoured to bear witness.



As we look to the future, we must continue to embrace EDI with courage. Current practices that are working well must be bolstered and enhanced, while others must be scrutinized, transformed, developed or imagined. Institutional leaders must make public commitments with clarity of purpose and conviction in the knowledge that an equitable and just institution is a thriving institution and diverse decision-making bodies make better decisions, buoyed by the intellectual leadership of faculty and student research in areas such as race, gender, sexuality, socioeconomics, religion, language, neurological diversity or disability. The commitment to promote and support equity, diversity and inclusion is one that goes together with research innovation, transformative pedagogy, student employability, sustainable resource management, staff satisfaction, prominent international standings, supporting a “Culture of Care” and a thriving campus community. Together we can create the conditions in which priorities are identified and actions taken collaboratively without replicating harmful structures, and ensuring that inclusive, accessible, just and equitable efforts continue to move forward deliberately.

To do all of this, we must come together with passion and generosity – and especially with hope. EDI must be integrated and iterative, be embedded in top-down mechanisms and emerge from grassroots efforts. I look forward to doing what I can as Vice-Provost (Equity, Diversity and Inclusion) to initiate, cultivate, champion and support this work across the University of Alberta ecosystem. Equity, diversity, inclusion, racial justice, accessibility and Indigenous human rights are key to our collective futures; by pairing individual convictions with institutional action, we can work toward making lasting progress as one university.





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**Office of the Vice-Provost,
Equity, Diversity and Inclusion**

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Leading with Purpose.



Heather Richholt <richholt@ualberta.ca>

Letter from President and Vice-Chancellor, Bill Flanagan

Kate Peters <peters3@ualberta.ca>

Thu, Apr 27, 2023 at 3:44 PM

Cc: Heather Richholt <richholt@ualberta.ca>, Faiza Billo <faiza.billo@ualberta.ca>

Dear Members of GFC,

Please see attached a letter addressed to you by the Chair of General Faculties Council, President and Vice-Chancellor, Bill Flanagan.

Thank you,

Kate

Kate Peters | *Pronouns: She/Her/Elle*

Secretary to General Faculties Council (GFC) and Manager, GFC Services

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**L'Université de l'Alberta reconnaît respectueusement
que nous sommes situés sur le territoire des traités 6, 7 et 8,
terres traditionnelles des Premières Nations et des Métis.**

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 **2023-04-26-Flanagan-Letter-GFC student colleagues.pdf**
306K



26 April 2023

Dear General Faculties Council student colleagues,

The 2022-2023 academic year is almost complete and I would like to thank you for your service to the General Faculties Council (GFC).

This was an important year of decision-making at GFC. Thank you for your adaptability, time, efforts and engagement throughout the academic governance process. Your contributions have been pivotal to help shape the direction of university today and into the future. There are many things to be proud of including the approval of the Sexual and Gender-Based Violence Policy revisions, the new Student Conduct Policy suite, the new Student Perspectives on Teaching (SPOT) questions and the important work to shape the University Strategic Plan.

GFC is exceptional in its impressive student engagement. Since 1971, almost a third of GFC membership has been drawn from the student body, something that can make us all proud.

Your work supporting GFC and GFC standing committees is valued. It has been a pleasure working with you over the past year. Next year, some of you will return, while others are graduating or taking on other responsibilities. Wherever you go next, I wish you all the best in your endeavours and am grateful for your service to the University of Alberta.

Yours truly,

A handwritten signature in blue ink that reads "Bill Flanagan".

Bill Flanagan
President and Vice-Chancellor



Heather Richholt <richholt@ualberta.ca>

COMING SOON: GFC Nominee to the Board Election Survey

Kate Peters <peters3@ualberta.ca>

Tue, Apr 25, 2023 at 4:34 PM

Cc: Faiza Billo <faiza.billo@ualberta.ca>, Heather Richholt <richholt@ualberta.ca>

Dear Members of General Faculties Council (GFC),

In the coming days, you will receive an email invitation to complete a ranked choice survey from [UniversityofAlberta@qualtrics-survey.com](https://www.ualberta.ca/qualtrics-survey.com). As the email will come from an external sender, it may contain a phishing warning banner from Gmail, but it is safe to open and take the survey. Please check your spam folder on April 27 if you have not received the survey in your inbox.

The ranked choice survey is to rank your choices for the GFC Nominee to the Board of Governors. Section 16(3) of the *Post-Secondary Learning Act* requires that a member of the academic staff of the University of Alberta nominated by GFC serve on the Board of Governors. **You are asked to cast your ranked-choice ballot by May 1, 2023.**

Thank you,
Kate

Kate Peters | *Pronouns: She/Her/Elle*

Secretary to General Faculties Council (GFC) and Manager, GFC Services

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Heather Richholt <richholt@ualberta.ca>

GFC Nominee to the Board of Governors

Kate Peters <peters3@ualberta.ca>

Mon, May 8, 2023 at 7:38 AM

Cc: Heather Richholt <richholt@ualberta.ca>, Faiza Billo <faiza.billo@ualberta.ca>

Dear Members of General Faculties Council,

I am pleased to inform you that pending ministerial order, [Dilini Vethanayagam](#) has been elected to serve as the GFC Nominee to the Board of Governors as per section 16(3) of the Post-Secondary Learning Act.

The quorum of 75 voters was reached and a total of 88 votes were cast. Her name will be put forward to the Minister for appointment starting in July, 2023 for a three year term.

Please join me in thanking Dilini for accepting to serve in this role, and thank you to all members who participated in the election process.

Kate

Kate Peters | *Pronouns: She/Her/Elle*

Secretary to General Faculties Council (GFC) and Manager, GFC Services

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Message from President and Vice-Chancellor, Bill Flanagan

Kate Peters <peters3@ualberta.ca>

Thu, May 25, 2023 at 10:10 AM

Cc: Heather Richholt <richholt@ualberta.ca>, Faiza Billo <faiza.billo@ualberta.ca>

Dear Members of GFC,
Please see the message below from the Chair of GFC.
Thank you,
Kate

Good morning,

I'm pleased to announce that John Lemieux has accepted the role as the new full-time University Secretary after an extensive nationwide search. His first day at the University of Alberta will be August 1.

A proud U of A alumnus, John is an experienced lawyer with a proven commitment to public service and community building. John most recently served as a partner at Dentons Canada LLP, where he was a valued member of the firm's leadership team. Throughout his legal career, John has focussed on governance matters, regulatory compliance and privacy and cyber security. Outside of work, he is an active member of the community, volunteering his time to various organizations, including the Art Gallery of Alberta

John is known for his ability to collaborate and build consensus to solve sensitive issues in a fair and balanced manner. I know he will be a valued asset to the University of Alberta. I look forward to working with him in his new role.

I would like to thank Brad Hamdon for his professionalism and commitment to the university while he managed the combined roles of University Secretary and General Counsel. Brad will return to the full-time role of University General Counsel on August 1.

I also want to thank the search committee – which included representatives from the Board of Governors, General Faculties Council, academic staff, administration and students – for their efforts.

Please join me in welcoming John to the University of Alberta and to his new role as University Secretary.

Thank you.

Bill Flanagan
President and vice-chancellor

Kate Peters | *Pronouns: She/Her/Elle*
Secretary to General Faculties Council (GFC) and Manager, GFC Services

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